



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

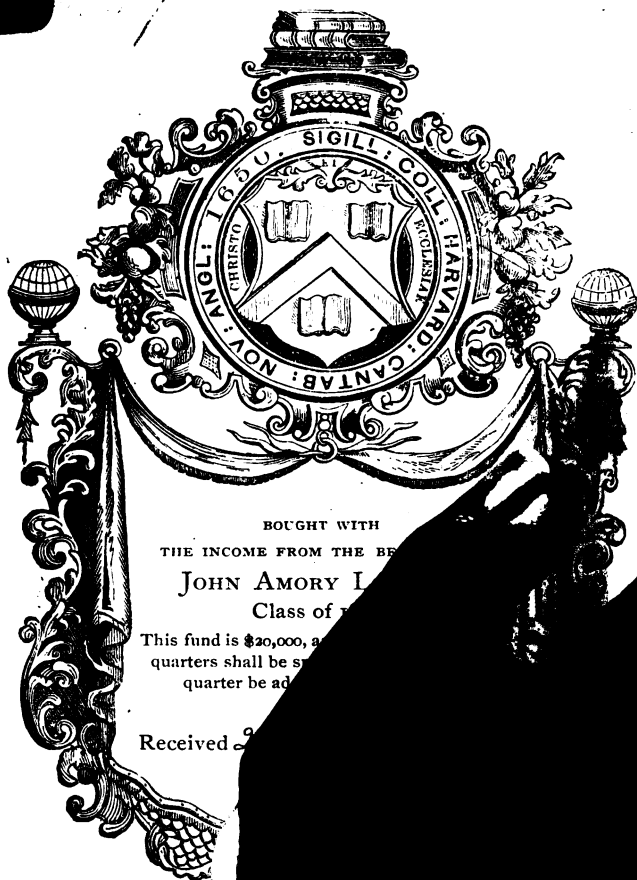
We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

7950.5



BOUGHT WITH
THE INCOME FROM THE BE

JOHN AMORY L
Class of

This fund is \$20,000, and
quarters shall be sum
quarter be ad

Received 2

LIBRARIES AND SCHOOLS

PAPERS SELECTED BY

Sweet
SAMUEL S. GREEN

Librarian of the Free Public Library, Worcester, Mass.

2 NEW YORK

F. LEYPOLDT, PUBLISHER

1883

B 7950.5-
~~IV, 1049~~

1883. May 2.
Lurell Fund.

Copyright, 1883.
By F. LEYPOLDT.

S. W. GREEN'S SON,
PRINTER, ELECTROTYPYER AND BINDER,
74 and 76 Beekman Street,
NEW YORK.

NOTE.

THE first of the following addresses and papers has done much to convince teachers that important aid may be had, in doing the work which they have to do, by making a large use of libraries.

The others give accounts of successful experiments made in different places, by librarians and teachers, in bringing about a use of libraries which has proved valuable to schools.

These papers are all reprints, but it has been thought that a good purpose would be served by bringing them together into a handy little volume, which, if such a course seems desirable, it is proposed to issue, subsequently, as a low-priced pamphlet, to be distributed freely by librarians and other individuals, and by school-boards, among teachers and library officers.

S. S. G.

TABLE OF CONTENTS.

	PAGE
THE PUBLIC LIBRARY AND THE PUBLIC SCHOOLS.....	5
By Charles Francis Adams, Jr. A paper prepared for the Teachers of the Public Schools of Quincy, Massachusetts, and read to them on the 19th of May, 1876. [Reprinted from "The new departure in the Common Schools of Quincy and other papers on educational topics." Boston: Estes & Lauriat, 1881.]	
THE RELATION OF THE PUBLIC LIBRARY TO THE PUBLIC SCHOOLS.....	25
By Samuel S. Green, of Worcester, Massachusetts. A paper read at a meeting of the American Social Science Association, September 8, 1880. [Reprinted from the <i>Library Journal</i> , Vol. 5, Nos. 9-10, September-October, 1880. The paper also appeared in the <i>Journal of Social Science</i> , December, 1880.]	
LIBRARIES AS EDUCATIONAL INSTITUTIONS.....	56
Extract from "Aids and Guides for Readers." A yearly report read by Samuel S. Green at a meeting of the American Library Association at Cincinnati, May, 1882. [From the <i>Library Journal</i> , Vol. 7, Nos. 7-8, July-August, 1882.]	
THE PUBLIC LIBRARY AS AN AUXILIARY TO THE PUBLIC SCHOOLS.....	74
By Robert C. Metcalf, Master of Wells School, Boston. Read at a meeting of the American Institute of Instruction, at Saratoga, July 7, 1880. [Reprinted from "The lectures read before the American Institute of Instruction." Boston: American Institute of Instruction, 1880.]	
THE RELATION OF LIBRARIES TO THE SCHOOL SYSTEM....	89
By William E. Foster, of Providence, R. I. Read at a meeting of the Rhode Island Institute of Instruction, January 16, 1880. [Reprinted from "Three papers on Reading and English literature in schools," read at the 35th annual meeting of the Rhode Island Institute of Instruction, January 15, 16, 17, 1880. Providence, R. I.: Institute of Instruction, 1880.]	
A PLAN OF SYSTEMATIC TRAINING IN READING AT SCHOOL.	119
By William E. Foster. [Reprinted from the <i>Library Journal</i> , Vol. 8, No. 2, February, 1883.]	

Libraries and Schools.

THE PUBLIC LIBRARY AND THE PUBLIC SCHOOLS.

BY CHARLES F. ADAMS, JR.

As the result of a conversation I some time since had with our School Superintendent, Mr. Parker, and at his suggestion, I propose this afternoon to say a few words to you about books and reading; on the use, to come directly to the point, which could be made of the Public Library of the town in connection with the school system in general, and more particularly with the High and upper-grade Grammar Schools. I say "*could* be made" intentionally, for I am very sure that use is not now made; and why it is not made is a question which, in my double capacity of a member of the School Committee and a trustee of the Public Library, I have during the last few years puzzled over a good deal.

You are all teachers in the common schools of the town of Quincy, and I very freely acknowl-

edge that I think your course as such, especially of late, has been marked by a good deal of zeal, by a consciousness of progress, and a sincere desire to accomplish good results. I am disposed neither to find fault with you nor with our schools,—as schools go. I should like, however, to ask you this simple question:—Did it ever, after all, occur to you, what is the great end and object of all this common-school system?—Why do we get all these children together, and labor over them so assiduously year after year?—Now, it may well be that it never suggested itself in that way to you, but I think it may safely be asserted that the one best possible result of a common-school education,—its great end and aim,—should be to prepare the children of the community for the far greater work of educating themselves.

Now, in education, as in almost everything else, there is a strong tendency among those engaged in its routine work to mistake the means for the end. I am always struck with this in going into the average public school. It was especially the case in the schools of this town four years ago. Arithmetic, grammar, spelling, geography and history were taught, as if to be able to answer the questions in the text-books was the great end of all education. It was instruction

through a perpetual system of conundrums. The child was made to learn some queer definition in words, or some disagreeable puzzle in figures, as if it was in itself an acquisition of value,—something to be kept and hoarded like silver dollars, as being a handy thing to have in the house. The result was that the scholars acquired with immense difficulty something which they forgot with equal ease; and, when they left our grammar schools, they had what people are pleased to call the rudiments of education, and yet not one in twenty of them could sit down and write an ordinary letter, in a legible hand, with ideas clearly expressed, and in words correctly spelled; and the proportion of those who left school with either the ability or desire to further educate themselves was scarcely greater.

Perhaps you may think this an exaggeration on my part. If you do, I can only refer you to the examination papers of the candidates for admission during any year to our High School. I have had occasion to go over many sets of them, and I assure you they warrant the conclusion I have drawn.

Going a step further and following the scholar out into grown-up life, I fancy that a comparison of experiences would show that scarcely one out of twenty of those who leave our schools ever

further educate themselves in any great degree, outside, of course, of any special trade or calling through which they earn a living. The reason of this, I would now suggest, is obvious enough ; and it is not the fault of the scholar. It is the fault of a system which brings a community up in the idea that a poor knowledge of the rudiments of reading, writing, and arithmetic constitutes in itself an education. Now, on the contrary, it seems to me that the true object of all your labors as real teachers, if indeed you are such,—the great end of the common-school system, is something more than to teach children to read ; it should, if it is to accomplish its full mission, also impart to them a love of reading.

A man or woman whom a whole childhood spent in the common schools has made able to stumble through a newspaper, or labor through a few trashy books, is scarcely better off than one who cannot read at all. Indeed, I doubt if he or she is as well off, for it has long been observed that a very small degree of book knowledge almost universally takes a depraved shape. The animal will come out. The man who can barely spell out his newspaper confines his spelling in nine cases out of ten to those highly seasoned portions of it which relate to acts of violence, and especially to murders. Among those who

make a profession of journalism this is a perfectly well known fact; and any one who doubts it may satisfy himself on the subject almost any day by a few words of inquiry at a news-stand. Mr. Souther, in this town, I fancy, could impart to any of you, who happen to be curious, a considerable amount of information under this head. A little learning is proverbially a dangerous thing; and the less the learning the greater the danger.

Let us recur, then, to my cardinal proposition, that the great end of all school education is to make people able to educate themselves. You start them; that is all the best teacher can do. Whether he is called a professor and lectures to great classes of grown men at a university, or is a country school-master who hammers rudiments into children, he can do no more than this; but this every teacher, if he chooses, can do. How very few do it though! Not one out of ten;—scarcely one out of twenty. It is here our system fails.

I do not know that what I am about to suggest has ever been attempted anywhere, but I feel great confidence that it would succeed; therefore, I would like to see it attempted in Quincy. Having started the child by means of what we call a common-school course,—having, as it were,

learned it to walk,—the process of further self-education is to begin. The great means of self-education is through books—through much reading of books. But in our system of instruction there is just here a missing link. In our schools we teach children to read;—we do not teach them *how* to read. That, the one all-important thing,—the great connecting link between school-education and self-education,—between means and end,—that one link we make no effort to supply. As long as we do not make an effort to supply it, our school system in its result is and will remain miserably deficient. For now, be it remembered, the child of the poorest man in Quincy—the offspring of our paupers even—has an access as free as the son of a millionaire, or the student of Harvard College, to what is, for practical general use, a perfect library. The old days of intellectual famine for the masses are over, and plenty reigns. Yet, though the school and the library stand on our main street side by side, there is, so to speak, no bridge leading from the one to the other. As far as I can judge we teach our children the mechanical part of reading, and then we turn them loose to take their chances. If the child has naturally an inquiring or imaginative mind, it perchance may work its way unaided through the traps and pitfalls of literature; but the chances seem to me to

be terribly against it. It is so very easy, and so very pleasant too, to read only books which lead to nothing,—light and interesting and exciting books, and the more exciting the better,—that it is almost as difficult to wean ourself from it as from the habit of chewing tobacco to excess, or of smoking the whole time, or of depending for stimulus on tea or coffee or spirits. Yet here,—on the threshold of this vast field, you might even call it this wilderness of general literature, full as it is of holes and bogs and pitfalls all covered over with poisonous plants,—here it is that our common-school system brings our children, and, having brought them there, it leaves them to go on or not, just as they please; or, if they do go on, they are to find their own way or to lose it, as it may chance.

I think this is all wrong. Our educational system stops just where its assistance might be made invaluable,—just where it passes out of the mechanical and touches the individual,—just where instruction ceases to be drudgery and becomes a source of pleasure. Now, I do not propose for myself any such task as an attempted radical reform of education. Each man has his own work to do, and that is not mine. What I do want to suggest to you Grammar School teachers is that it is in the power of each one of you to introduce

a great spirit of improvement into your own schools, and at the same time the greatest pleasure and interest a true teacher can have into your own lives.

You know it is said that poets are born, not made; and the same is true of teachers. For myself, I don't think I could teach;—if I had to take my choice I would rather break stones in the highway; and yet other and better men than I would rather teach than do anything else. There is Dr. Dimmock at the Academy, for instance. He found his place in life, and a great one too, only when he got behind the master's desk. He was born to teach boys, and, with much happiness to himself and them, he is fulfilling his destiny. But, though I never could teach myself, I can see clearly enough that the one thing which makes the true teacher and which distinguishes him from the mechanical pedagogue, which any man may become, is the faculty of interesting himself in the single pupil,—seeing, watching, aiding the development of the individual mind. I never tried it, but I know just what it must be from my own experience in other matters. I have a place here in town, for instance, upon which I live; and there I not only grow fields of corn and carrots, but also a great many trees. Now, my fields of corn or carrots

are to me what a mechanical pedagogue's school is to him. I like to see them well ordered and planted in even rows, all growing exactly alike, and producing for each crop so many bushels of corn or carrots to the acre, one carrot being pretty nearly the same as another;—and then, when the Autumn comes and the farming term closes, I prepare my land, as the pedagogue does his school-room, for the next crop;—and the last is over and gone. It is not so, however, with my trees. They are to me just what his pupils are to the born school-master,—to Dr. Dimmock, for instance; in each one I take an individual interest. I watch them year after year, and see them grow and shoot out and develop. Now let me apply my simile. You are, all of you, I hope, and if you are not you at least believe yourselves to be, born teachers, and not mechanical pedagogues; so, of course, your schools ought to be to you, not mere fields in which you turn out regular crops of human cabbages and potatoes, but they should be plantations also in which you raise, at least, a few trees in the individual growth of which you take a master's interest. This feeling and this only it is which can make a teacher's life ennobling,—the finding out among his pupils those who have in them the material of superior men and women, and then nurturing them and

aiding in their development, and making of them something which, but for their teacher, they never would have been. These pupils are to their teacher what my oak trees are to me;—but for me those trees would have died in the acorn, probably,—at most they would have been mere scrub bushes;—but now through me,—wholly owing to my intervention and care,—they are growing and developing, and there are among them those which some day, a hundred years, perhaps, after my children are all dead of old age, will be noble oaks. Then no one will know that I ever lived, much less trouble himself to think that to me those trees owed their lives,—yet it is so none the less, and those are my trees no matter how much I am dead and forgotten. So of your scholars. If you, during your lives as teachers, can, among all your mass of pupils, find out and develop through your own personal contact only a few,—say half-a-dozen,—remarkable men and women, who but for you and your observation and watchfulness and guidance would have lived and died not knowing what they could do, then, if you do nothing more than this, you have done an immense work in life.

This dealing with the individual and not with the class, is, therefore, the one great pleasure of the true school-teacher's life. It can only be done

in one way,—you have to furnish the individual mind the nutriment it wants, and, at the same time, gently direct it in the way it should go. In other words, if the teacher is going to give himself the intense enjoyment and pleasure of doing this work, he cannot stop at the border of that wilderness of literature of which I was just now speaking, but he has got to take the pupil by the hand and enter into it with him;—he must be more than his pedagogue, he must be his guide, philosopher and friend. And so the teacher, with the scholar's hand in his, comes at last to the doors of the Public Library.

When he gets there, however, he will probably find himself almost as much in need of an instructor as his own pupils; and here at last I come to the immediate subject on which I want to talk to you. I wish to say something of the books and reading of children,—of the general introduction into literature which, if you choose, you are able to give your scholars, and which, if you do give it to them, is worth more than all the knowledge contained in all the text-books that ever were printed. To your whole schools, if you only want to, you can give an elementary training as readers, and if in this matter you once set them going in the way they should go, you need not fear that they will ever depart from it.

Now, in the first place, let me suppose that you want to start your schools in general on certain courses of reading,—courses which would interest and improve you, probably, hardly less than your scholars,—how would you go about it?—Through individual scholars, of course. You would run your eye down your rows of desks and pick out the occupants of two or three, and with them you would start the flock. Human beings are always and everywhere like sheep, in that they will go where the bell-wether leads. Picking out the two or three, then, you turn to the shelves of the library. And now you yourselves are to be put to the test. You have dared to leave the safe, narrow rut in which the pedagogue travels, and you have ventured into the fields with your pupils behind you,—do you know the way here?—can you distinguish the firm ground from the boggy mire?—the good sound wood from the worthless parasite?—If you can, you are indeed fit to be teachers. I hope you all can, and in that case the suggestions I have to make will be little better than wasted; but if, as I suspect, we none of us know any too much, what I am about to say may be of some use. In the first place, then, in trying to inoculate children with a healthy love of good reading,—for this is what we are talking of, the inoculation

of children with a taste for good, miscellaneous reading,—in attempting that, the first thing to be borne in mind is, that children are not grown people.

There are few things more melancholy than to reflect on the amount of useless labor which good, honest, conscientious men and women have incurred, and the amount of real suffering they have inflicted on poor little children through the disregard of this one obvious fact. When I was young, I remember, my father, from a conscientious feeling, I suppose, that he ought to do something positive for my mental and moral good and general æsthetic cultivation, made me learn Pope's *Messiah* by heart, and a number of other masterpieces of the same character. He might just as well have tried to feed a sucking baby on roast beef and Scotch ale! Without understanding a word of it, I learned the *Messiah* by rote, and I have hated it, and its author too, from that day to this, and I hate them now. So, also, I remember well when I was a boy of from ten to fourteen,—for I was a considerable devourer of books, being incited to read Hume's *History of England*, and Robertson's *Charles V.*, and Gibbon's *Rome* even, and I am not sure I might not add Mitford's *Greece*. I can't now say it was time thrown away; but it was

almost that. The first thing in trying to stimulate a love of reading is to be careful not to create a disgust by trying to do too much. The great masterpieces of human research, and eloquence, and fancy are to boys pure nuisances. They can't understand them; they can't appreciate them, if they do. When they have grown up to them and are ready for them, they will come to them of their own accord. Meanwhile you can't well begin too low down. The intellectual like the physical food of children can't well be too simple, provided only it is healthy and nourishing.

Not that I for a moment pretend that I could now suggest a successful course of grammar-school literature myself. The intellectual nutriment which children like those you have in charge are fitted to digest and assimilate must be found out through a long course of observation and experiment. I think I could tell you what a boy in the upper classes of the academy would probably like; but if I were to undertake to lay out courses of reading for the scholars of our grammar schools, it would certainly soon become very clear that I did not know what I was talking about. I am very sure I should not give them the books they now read; but I am scarcely less sure they would not read the books I would give them. Nothing but actual trial, and a pro-

longed trial at that, will bring us any results worth having in this respect; and that trial is only possible through you.

But, in a very general way, let us suppose that we are beginning on the new system and that your school is studying history and geography,—we will take those two branches and see what we could do in connection with them to introduce your scholars into general literature. History opens up the whole broad field of historical works and also of biography,—it is closely connected with fiction too, and poetry; geography at once suggests the library of travels. Now, we find that of all forms of literature there is not one which in popularity can compare with fiction. From the cradle to the grave, men and women love story-telling. What is more, it is well they do; a good novel is a good thing, and a love for good novels is a healthy taste; yet there is no striking episode in history which has not been made the basis of some good work of fiction. Only it is necessary for you to find that work out, and to put it in the hands of your scholars; they cannot find it out unaided.

Next in popularity to works of fiction are travels. A good, graphic book of travel and adventure captivates almost every one, no matter what the age. After travels comes biography; any

girl will read the story of Mary, Queen of Scots, any boy the life of Paul Jones. Now, here is our starting-point, and these fundamental facts we cannot ignore and yet succeed; human beings have to be interested and amused, and they do not love to be bored,—and children least of all are an exception to the rule. If, then, we can instruct and improve them while we are interesting and amusing them, we are securing the result we want in the natural and easy way. There is no forcing. And this is exactly what any well-informed and older person can do for any child. They can, in the line of education, put it in the way of instruction through amusement.

Take for instance geography, and suppose your class is studying the map of Africa;—the whole great field of African exploration and adventure is at once opened up to you and your scholars. Turn to the catalogue of our Public Library and see what a field of interesting investigations is spread out, first for yourself and then for them. Here are a hundred volumes, and you want to look them all over to see which to put in the hands of your selected pupils, which are long and dull, and which are compact and stirring,—which are adapted to boys and which to girls,—and how you will get your scholars started in them. Once get them going, and the map will cease to be a

map and become a picture full of life and adventure, not only to them, but to you. You will follow with them Livingstone and Stanley and Baker; and the Pyramids will become realities to them as they read of Moses and the Pharaohs, and of Cleopatra and Hannibal. The recitation then becomes a lecture in which the pupils tell all they have found out in the books they have read, and in which the teacher can suggest the reading of yet other books; while the mass of the scholars, from merely listening to the few, are stimulated to themselves learn something of all these interesting things.

So of our own country and its geography. The field of reading which would charm and interest any ordinary boy or girl in this connection is almost unlimited, but they cannot find it out. They need guidance. What active-minded boy, for instance, but would thoroughly enjoy portions at least of Parkman's *Discovery of the Great West*, or his *Pioneers of France in the New World*, or his *Oregon Trail*? And yet how many of you have ever glanced into one of those absorbing books yourselves?—Nor are they long either; in each case one moderate-sized volume tells the whole story.

Mark Twain, even, would here come in through his "*Roughing It*," and Ross Browne through

his "Apache Country." Once entered upon, however, it would not be easy to exhaust the list. The story of Mexico and Peru,—Cortez and Pizarro,—the voyages of Columbus and the adventures of De Soto,—they have been told in fiction and in history, and it is to-day a terrible shame to us, and to our whole school system, that we teach American history, and yet don't know how to make the study of American history as interesting to our children as a novel.

But, after all, as I have already said, when you come to miscellaneous reading you cannot lay down general rules applicable to all cases; you have got to try experiments and watch them as they progress. To induce some of you to try these experiments has been my object in thus meeting you to-day. I believe you would find that so doing would lend a new life, a new interest, a new significance to your profession.

When the catalogue of the Public Library was published a year ago, I caused one copy of it to be specially bound for the use of each Grammar School. I was in hopes that the teachers would use them in connection with the studies in those schools, and would induce the scholars to use them too. As I have visited the schools since, I have usually taken occasion to ask for those catalogues, and I am sorry to say I have generally

found them—there are two or three notable exceptions to this remark—locked away in some drawer of the master's desk, and looking on examination most suggestively fresh and clean. My hint had not been taken. I now state the point more plainly. I want very much indeed to see our really admirable town library become a more living element than it now is in our school system,—its complement, in fact. Neither trustee nor librarian—no matter how faithful or zealous they may be—can make it so; for we cannot know enough of the individual scholars to give them that which they personally need, and which only they will take;—you cannot feed them until you know what they like; and that, we, in dealing with the mass, cannot get at. You teachers, however, can get at it if you choose. To enable you to do this, the trustees of the library have adopted a new rule under which each of your schools may be made practically a branch library. The master can himself select and take from the library a number of volumes, and keep them on his desk for circulation among the scholars under his charge. He can study their tastes and ransack the library to gratify them. Nay more, if you will but find out what your scholars want,—what healthy books are in demand among them,—the trustees of the library will see to it that

you do not want material. You shall have all the books you will call for. When, indeed, you begin to call, we shall know exactly what to buy; and then, at last, we could arrange in printed bulletins the courses of reading which your experience would point out as best, so that every book would be accessible. From that time both schools and library would begin to do their full work together, and the last would become what it ought to be, the natural complement of the first,—the People's College.

THE RELATION OF THE PUBLIC LIBRARY TO THE PUBLIC SCHOOL.

BY SAMUEL S. GREEN.

IT is obviously important to maintain close relations between libraries and educational institutions which are designed for students whose minds are somewhat mature.

A wise college professor encourages and stimulates learners to look at subjects from many points of view, to examine processes by which scholars reach conclusions, and to make investigations themselves. Such methods only are requisite when a period of history is to be studied, opinions regarding questions in political economy or natural history to be considered, an English or classical author to be interpreted, or controverted questions in philosophy or theology to be discussed.

Students in advanced educational institutions should therefore have free access to the best books in all departments of knowledge. They need instructors who, however positive their own opinions may be in regard to controverted ques-

tions, and however earnest they may be in uttering these convictions, nevertheless are animated by a broad, unsectarian spirit in teaching. They need, also, books to enable them to pursue their studies in accordance with the views and spirit of such instructors.

At Brown University it is considered practicable to allow students to go into the alcoves without permission, and take from the shelves such books as they wish to use.

While inspecting, three years ago, the library in the building especially devoted to the study of Natural History at Oxford University, I noticed that much space was given to collections of books needed by students in their daily work. These books were kept by themselves, and old books were withdrawn from the shelves and new ones added as occasion required. Students had free access to these collections, and were thus kept from the discouragement which young inquirers (may I not say nearly all inquirers?) feel in selecting, with no aid but that afforded by the catalogue of a large library, such books as are needed in somewhat limited researches.

In Harvard College library, a large number of the professors designate works to be set aside, on shelves prepared for the purpose, for the use of students in pursuing courses of instruction

given by them, and I learn from its distinguished librarian that it is his purpose to select from the great collection of books under his charge 30,000 or 40,000 volumes, to be used by students as a working library.

They are to have the privilege of roaming at pleasure through the shelving devoted to this collection, and of rummaging at will among the books. As works become antiquated they will be removed from these shelves, and new ones will be constantly placed upon them.*

Additional advantages are within reach, where, as in Rochester University, it is the practice of several of the professors to meet students at the library during specified hours, to talk over with them subjects that they are interested in and assist in the selection of books needed in their investigation and treatment. Where, as in the largest colleges of the country, it is not customary for the professors to meet many of the students excepting in the class or lecture-room, there should be a librarian or competent assistant, whose duty it is to give whatever time is needed in rendering assistance to persons engaged

* Students in Harvard University now (Jan., 1883) have cards given to them which admit them to such portions of the great stack as contain books treating of subjects in which they are making special studies.

in investigation. Such an officer should be careful not to render the inquirer dependent, and only to remove obstacles enough to make investigation attractive.

The librarian of a college can easily supplement his general knowledge of books with the special bibliographical information had by the professors of the institution.

The student often needs to be referred to sources of information. If, for example, he has to consider one of the applications of science to the arts, arrangements at the library should be such that he will have standard works and monographs pointed out to him, and his attention called to the sets of proceedings and transactions of learned societies and periodicals which should be consulted by him, with the aid of indexes, in seeking for the information he desires.

It is not enough to set aside in a college library collections of books illustrative of the various branches of knowledge. Students need, also, the assistance of accomplished professors or a well-informed librarian in making researches. This assistance leads to a more thorough performance of work in hand.

It does more than this, however. Its best results are found in the knowledge which it gives the inquirer of finding out how to get at informa-

tion by the use of books, and in the formation in him of the habit of making investigations and in the acquisition of facility in their conduct.

It may be mentioned incidentally that where higher educational institutions depend upon public libraries for books, and these are situated at a distance from their buildings, it has proved useful, in one instance, at least, to enlist students in the work of making an index of some of the principal sets of transactions which they and the professors have oftenest to consult, to be kept where its use will be convenient to them.

Academies and high schools need access to well-furnished libraries. Worcester, Massachusetts, is a small city of about 60,000 inhabitants. It has many educational institutions besides its public schools. In addition to the Free Institute of Industrial Science and the College of the Holy Cross, institutions which make a constant use of the Public Library, but which for our present purpose should be classed with colleges, it has a State Normal School, an endowed academy, a military school, and several smaller schools for young ladies and boys. It has, also, a large high school. Teachers and pupils from all of these schools make a large use of the Public Library every day. Thus the students at the Normal School use it for a variety of purposes. They are

required, for example, to choose subjects which they will talk about before the school for a few minutes. They come to the library with subjects selected on which they wish for information. This they get when they can from reference books which they are allowed to consult without asking permission. They call, too, for such books as they desire. When, however, as is frequently the case, they do not know what the sources of information are, or which of several books it is well to read or study, they go to the librarian for assistance, and he points out to them books, pamphlets, and articles which contain the material desired by them in the form they wish. The librarian, in searching for information, conducts the search, in so far as is possible, in the presence of the inquirer, so as to teach him how to get at information desired.

These pupils are also required to write essays on various topics illustrative of the principles and art of instruction. The librarian refers them to the writings of such authors as Richter and Rousseau, Locke and Bain, Mann and Spencer, and to sets of such periodicals as *Barnard's Journal of Education* and to series of volumes containing addresses and accounts of discussions in the annual meetings of the American Institute of Instruction, the National Educational Association

and other bodies, and to reports of the best supervisors and superintendents of schools. Professor Russell, the principal of the Normal School, in writing about the connection between the Public Library and this school last April, made the following statements: "I find, upon inquiry, that during the current school year, beginning last September, not less than 64 per cent. of the students of the State Normal School have had occasion to visit the Public Library to pursue investigations connected with their studies, several reporting upward of twenty such visits, and this notwithstanding the fact that the school is situated at a distance from the library, and that we have an excellent though small working library of our own. The works thus consulted cover a wide range, but are chiefly in the departments of science, history, art, politics, statistics, biography, and general literature. So far as our own school is concerned, therefore, we could not without serious loss dispense with so valuable an auxiliary in the training of teachers for the public schools. Moreover, I find that our graduates who go away from Worcester to teach, very generally complain of the inconvenience and privation they feel in being cut off from the privileges of the Public Library."

In the high school some of the teachers, for the purpose of cultivating readiness in expression and

ease in composition, as well as with the object of rendering the knowledge of subjects taught thorough, require scholars to talk and write frequently about subjects suggested by the lessons and lectures, and thus to pursue limited investigations in such branches of knowledge as history, chemistry, English literature, and classical biography and antiquities. It is customary in this school, when questions occur to the teacher that cannot be answered by the use of books at hand, or are asked by scholars, for a teacher or pupil to go to the library before the next session of the school, and by consultation with the librarian or an assistant select works containing the answers sought.

An advanced class, which is listening to lectures on some of the more important practical topics in political economy and the science of republican government, will be told to give in writing the history of the movement for civil service reform and an account of the arguments brought forward in favor of plans proposed to further it and in opposition to them, or a description of the proceedings of Congress which led to the formation of the Electoral Commission after the last* presidential election, or of the arguments used for and against woman suffrage.

* 1876.

Another advanced class will be required to write essays on such subjects as fermentation and disinfectants.

Some of the teachers come to the library, and in consultation with the librarian select large numbers of books, more or less closely connected with the studies which scholars are at the time pursuing, and recommend them to pupils to read in connection with their lessons or for entertainment.

Many of the teachers consult the librarian in regard to books to be used by them in their own preparation for class work.

Some teachers bring classes to the library to see illustrations of the architecture of Greece and Rome, or specimens of early printing and illuminations, or examples of the work of great artists. They are received there in a large room, furnished with a table and settees, and well heated and lighted.*

Mr. Samuel Thurber, the principal of the high school, wrote in a paper which is dated June 15, 1879, as follows :

* An account of other experiments which have been successfully made since this paper was written, to bring about a close connection between the High School and the Public Library in Worcester, may be found at the close of the paper "Libraries as Educational Institutions," which immediately follows this article.

"Pupils of the high school, in common with other citizens of Worcester, are exceptionally favored in their opportunities for reading and investigation in the Free Public Library. That they take advantage of these admirable facilities is evident to any one who sits for an hour in the afternoon with the librarian, and observes the boys and girls, of all classes, who come with their questions concerning almost all matters in history, science, and literature. The librarian and his assistants must know pretty well what is going on in the school. . . . There is a post-meridian session of the school every day over in Elm street. While the regular teachers are hurrying and worrying with college classes, these afternoon teachers in the other building are patiently having their session, which does not end at any particular time, but only when each questioner is answered, or at least shown how to find his answer. We do not see why these Elm-street folks are not just as much high-school teachers as those who congregate each morning in the great building with the tower."

Again, under date of April 5, 1880, Mr. Thurber writes: "As an ally of the high school, the Public Library is not merely useful; it is absolutely indispensable. By this I mean that without the Library our work would have to be radically

changed for the worse, and would become little better than mere memorizing of text-books. Our teachers and pupils throng the library, and there acquire the habit of investigation, and of independent, well-grounded opinion on a multitude of subjects of the utmost importance to citizens in a republican State. Without the school, occasion for exploring the Library would arise much less frequently; and without the Library, the desire for knowledge constantly awakened in the school would have to go unsatisfied."

The teachers and scholars of the grammar and some lower grades of schools may derive great advantages from the use of facilities which it is in the power of public libraries to afford them. Few friends of education seem to have found out, however, that a close connection between public libraries and schools of these grades is practicable, even when they have come to realize that it is desirable. Wishing, therefore, to give a practical turn to this paper, I think I cannot do better than to write out an account of some efforts in this direction made in Worcester during the last winter and spring. Four gentlemen interested in the movement—namely, the Superintendent of Public Schools, a member of the School Committee, who was also a member of the Board of Directors of the Public Library, the principal of

the Normal School, and the librarian of the Public Library—came together late in the fall of 1879, for the purpose of considering whether it was desirable and feasible to bring about a considerable use for school purposes of the books in the Public Library, by the teachers and pupils of the schools of the seventh, eighth, and ninth grades.

These gentleman agreed that the studies of scholars would be made pleasanter and more profitable were such use to be made of the Public Library.

They thought, also, that in the event of the establishment of a close connection between the Library and these grades of schools, much good might be done in guiding the home reading of children at an age when the habits of reading and study are forming.

But an obstacle suggested itself at the start, namely, the crowded state of the course of study. This was overcome by deciding to confine the attention, in the beginning, to efforts to secure the benefits first mentioned, and even in this direction to aim only at the gradual introduction of improved methods. The conclusions reached were that it was advisable to proceed to the immediate use of attractive library books in the study of geography, and that in order to get the

additional time needed in carrying the new plan into execution, as well as for the purpose of making the exercise in reading more interesting and useful, the reading of classes should be largely done from carefully selected books of travel instead of from reading-books. The Superintendent of Schools invited the librarian to lay the plan proposed before the teachers in the grades of schools mentioned above, and when they had been called together he pointed out to them that there were many things that could be done in schools to better advantage than at present were there a close connection between the Library and the schools; offering at the same time to aid them in doing any good work they might wish to undertake, but advising them to try the limited plan which had been agreed upon at the meeting of the gentlemen just mentioned, whether they attempted anything else or not.

The teachers listened in an interested manner, and many of them showed not only readiness but anxiety to undertake the work it was suggested they should do. The librarian then invited them to select some country that they would like to have illustrated by means of books belonging to the library. They selected one, and came to the Library building the next half-holiday to listen to the promised exposition. The librarian had

before him, say, one hundred volumes relating to the country in the description of which aid was to be afforded, and pointed out wherein the value of each one consisted to assist teachers and scholars in studying geography. They saw at once that valuable aid could be had from the Library in their work of teaching, and the next step taken by the librarian was to invite them to tell him what countries the children were studying about at that time, and to keep him informed in regard to those they were at work upon at other times, in order that he might help them to pick out works suitable for school use.

Books were at once selected for the immediate use of teachers and scholars. The teachers needed books of travel and other works to read themselves, and from which to select interesting passages for children to read in the class or to be read to them, and incidents to be related to the scholars orally. Volumes had to be picked out, too, for the children to use in the place of reading-books—books of the right size, well printed, freely illustrated with really good wood-cuts or engravings from metal, written in good English, and adapted to the ages of the children to whom they were to be given, and calculated to interest them. Books were also selected that treated of subjects closely connected with the lessons, for

children to read by themselves in unoccupied hours in school, or for entertainment and improvement at home. The Library arranged to issue two new kinds of cards, one for the benefit of teachers, the other to be used by teachers for the benefit of scholars. On cards of the first kind six books might be taken out by instructors, to be used in preparing themselves for school work or for serious study in any direction. On the other kind of cards it was permissible to take out twelve volumes, for the use of scholars whose reading teachers had undertaken to supervise. These cards it was supposed would be used chiefly for the benefit of such children as were not entitled by age to have one of the cards usually issued by the Library, or whose parents had neglected or been unwilling to take out cards for their use. Teachers were invited to bring classes to the Library to look over costly collections of photographs and engravings illustrative of the scenery, animals, and vegetation of different countries, and of street views in cities.

A few obstacles were met with. For instance, teachers wished, before adopting the new methods in studying geography, to know whether examinations at the end of the school term were to be on the text-book alone. They were assured by the proper officers that, if they adopted the

system of teaching, examinations should be made to conform to it. It soon became apparent that some of the more enterprising teachers, by a skilful use of the facilities afforded at the Library, got more than their proper proportion of the books on a given subject in which there was an interest felt in several schools at once, and kept books out of the Library so long as to prevent other teachers from working to advantage. The heads of buildings were called together, and removed these difficulties by making certain agreements satisfactory to themselves and the librarian, in regard to the time the teachers in any one building should keep out books, and respecting other pertinent matters.

Soon a good start in our work was secured and most of the obstacles disappeared. More duplicates were needed than could be supplied at once, but by consultation and a careful consideration of means at our disposal, this difficulty was lessened. It will disappear altogether in time, because, when a close connection is established between schools and libraries, the latter will consider carefully the needs of the former, and add every year large numbers of books on all subjects taught in the schools, and of works which it is wholesome for children to use in home reading. As the course of studies in the schools

remains the same, or nearly so, year by year, the Library will soon have on its shelves books enough to supply adequately the needs of teachers and scholars.

One or two general features of the plan I have described should be mentioned. An earnest effort was made to bring about intimate relations between the librarian and teachers, so that the latter would feel free to state all their wants and difficulties, and the librarian have an opportunity of finding out whatever is faulty in his arrangements and procedure. Much has been left to the judgment of individual teachers. It is always important that this should be done. It seems doubly so in a case such as the present, where but few results of experience are obtainable. Good results have followed the movement in Worcester. One hundred and nineteen* teachers took out either a teacher's or a pupil's card during the four months that elapsed after putting the plans in execution before the close of the schools for the summer vacation. Seventy-seven of these teachers took out both kinds of cards. All the cards taken out have been used. Most of them have been used constantly, and the num-

* There are about 200 teachers of all grades in the public schools and, say, 50 in private schools.

ber of books given out on them has been large. Besides these, a very large number of books has been circulated by means of cards commonly used in the Library, which scholars have given up to their teachers with a request for assistance in the selection of books for general reading.

The testimony of teachers and scholars has been uniformly to the effect that the use of books from the library has added much to the profitability and interest of the exercises in reading and geography. It has been noticed that scholars enjoy reading from a well-illustrated book of travels (*e.g.*, "Zigzag Journeys," or Knox's "Boy Travellers in the East"), and that in its use they read understandingly and with increased expression. The members of the class when not reading feel inclined to listen, and, when asked, show ability to tell the teacher what others have been reading about. Scholars break off from the reading lesson, too, with a desire for its continuance. Two ladies having charge of a room in one of the grammar-school buildings tell me that they have fitted up a dressing-room, in which they arrange on a table illustrated books taken from the Library, and that as a reward for good recitations one day they allow scholars to go into that room the next day, a dozen or so at a time, to gather around the table to look at the illustra-

tions and listen to the teacher's description of countries illustrated. These teachers say that lessons have been much better learned since the adoption of this plan than before, and announce that they intend to teach geography largely in this way in future.

In doing the work I have been describing, it was hoped that, besides rendering study more profitable and agreeable to children, they would learn, incidentally, that there are many books which are interesting and yet not story books. Teachers tell me this has been the case. Two in particular have stated that boys who were in the habit of reading New York story-papers and dime novels have gratefully received wholesome books recommended by them. The books and papers they had been reading had been thrust on their attention. They knew of no others that are interesting.

One of these teachers says that some of the scholars reminded her of hungry men, unable to get nourishing food, in seizing upon anything they could lay hands on to satisfy a longing for reading-matter. One of the grammar-school principals, with the aid of some of his assistants, has done a very considerable work in influencing the reading of his scholars. He has used teachers' and pupils' cards held in the building under

his charge, and in talking with the scholars has incited them to ask him to take possession of their cards and help them pick out books. Two of his assistants have made it a part of their work to consult the catalogues of the Library and printed and manuscript lists of books which the librarian placed in their hands, and in the use of these facilities and by the aid of the librarian to select large numbers of books for the use of scholars. This principal sends to the Library cards for fifty books at a time. The books are taken to the school and put in the charge of one of the scholars who has been made librarian. They are looked over by the teachers, and some volumes are retained by them to be used in the reading exercise or for silent reading in connection with the lessons. Most of the books, however, the scholars are allowed to examine freely, with the object of selecting from them such as they find interesting to take away from the building to read at home. It has seemed to me that this grammar-school instructor and his assistants are doing a very important work for the benefit of the community.

In doing this kind of work a special catalogue of, say, 2000 volumes is very much needed. Such lists of books which have been issued in Boston and elsewhere for use in schools as have

come under my notice are inadequate. They are made up in altogether too large a proportion of books which, however excellent in themselves, are only adapted to the capacity of mature pupils. Sufficient care is not taken in them to designate the age of children for which particular books are designed. What is wanted especially is a selection of books for children between the ages of eleven and fifteen, every one of which is known from actual perusal by competent persons to be really a good book, and one adapted to the capacity of young folks. I have recently made some efforts to have such a catalogue prepared, and I am happy to be able to state that several ladies in Boston who are very familiar with this kind of work, and the value of whose labors has already been thoroughly tested, are now engaged preparing such a list.* I hope this can be published in the course of a few months. It is intended to use notes to show what the contents of a book are when its title does not indicate them. Meanwhile, I can only refer teachers to such sources of information as I mentioned in

* This list has never been published, but its place is well filled by "Books for the Young," a catalogue prepared by Miss C. M. Hewins, recently issued by F. Leyboldt, 31 Park Row, N. Y.

an essay on "Sensational Fiction," read before the American Library Association at its meeting in the summer of 1879 (and published subsequently in the *Library Journal* and privately printed in pamphlet form), and to librarians and other persons who may be supposed to have special information regarding books.

Among ways not before mentioned in which the teachers of grammar and lower grades of schools have used the library are the following: Some have requested every member of a class to go to the library to get information about some of the mountains, water-falls, or mineral springs of the United States, or about other specified objects to be embodied afterward in short compositions. One teacher has adopted a plan which, as I have stated, is in use in the high school, and has brought a class of children to the Library building to look at costly representations of the scenery, occupations, buildings, costumes, etc., found in China and Japan. It is customary with some teachers, when the scholars are studying American history, to procure from the Library graphic accounts of periods covered by the current lessons, to lend to pupils to use in the evening in acquiring a more extended knowledge of incidents treated of only briefly in the portion of the text-book studied during any particular day.

One teacher, whose school is situated at a distance from the Library building, asked a wealthy citizen to buy for the school a hundred or more of the books which she most needed in her work. He complied with her request at once, and after several consultations with the librarian she made an admirable selection of books, which were bought for her at the low rates at which libraries make purchases.

Even in lower grades of schools than the seventh, considerable assistance may be afforded teachers when towns are enlightened enough to spend money in providing in their libraries books adapted to little children, as well as those suited to older boys and girls and persons who have grown up. Several of them have found such books as "Tiny's Natural History in words of four letters," by A. L. Bond, and bound volumes of the *Nursery*, as well as stories such as those in Miss Edgeworth's "Parent's Assistant" and Grimm's "Fairy Tales," very useful in doing school work.

Valuable suggestions in regard to work that may be done by the coöperation of schools and libraries are to be found in a paper read by Mr. William E. Foster, librarian of the Providence Public Library, before the Rhode Island Institute of Instruction last January, and recently

published by the institute in a pamphlet with two other papers.*

Of teachers in Boston who have used the Public Library in that city in connection with school work, the one whose use is oftenest mentioned is Mr. Robert C. Metcalf, master of the Wells Grammar School for girls.† Unless I misunderstand a recent utterance of Mr. Metcalf, there is only one kind of work that he has found it feasible to do in connection with the Public Library—namely, that of teaching children to read attentively and with comprehension of what they are reading. He sends to the library for, say, twenty copies of some such publication as Towle's "Pizarro," or one of the longer poems of Longfellow, has every member of the class read the book selected very carefully, a portion at a time, and sets times when he will examine them on the parts of a book assigned for reading, to see whether they know just what the author has written, and have studied his characteristics in expression.

This is an excellent exercise. Valuable aid in conducting it may be found in School Documents

* Mr. Foster's paper is reprinted in this pamphlet.

† A paper by Mr. Metcalf which gives an account of the work he has done in Boston may be found in this pamphlet,

Nos. 17 and 29, 1877, and 21, 1878, issued by the supervisors of schools in Boston. If additional evidence of the need of it is desired, it may be found in the record of the results of an examination of the schools in Nbrfolk County, Massachusetts, printed in the last report of the Massachusetts Board of Education. It is a matter for consideration, however, whether it is the province of a public library to supply books needed for this exercise. Judge Chamberlain, the librarian of the Boston Public Library, gives reasons in his last annual report why they should be furnished by the library. On the other hand, it may be said that school committees which conduct schools with intelligence supply collateral reading to teachers, and that it is quite in the line of this undertaking to furnish books needed for the kind of work done by Mr. Metcalf. There should be no quarrel over this matter. Teachers should have the books needed in doing work of this kind, whatever may be the method it is thought wise to adopt in supplying them in any given town—whether it seem best to have them provided by the public library or by the school committee, or to have them bought with money secured by subscription. Numerous duplicates of but a few books are needed, since a work, after being studied in one school, can be passed along

to other schools of the same grade to be studied in them, and good books, suitable for the purpose mentioned, are published at the Clarendon press and by American publishers at very low prices. There is a way, too, in which some of the advantages of this kind of work can be secured by aid usually afforded by libraries—namely, by dividing a class into groups of four or five members, and giving to the scholars in each group a separate book to examine. Books and magazine articles could be chosen that children have ready access to at home as well as in libraries. Some pupils would be willing to buy copies of inexpensive books. That such a plan as this has been followed with success, in one case, at least, is shown in an article entitled “The weekly ‘reading-hour’ in a Providence (R. I.) school,” published in the *New England Journal of Education* for February 19, 1880.

Is it practicable to do in large cities the work which it has been shown has been well begun in a city of 58,000 inhabitants? It seems to me easy to do it there. But how could we deal with the masses of men, women, and children who, under the plan proposed, would use libraries for purposes of reference in large cities? Would not the numbers of applicants for information be so great as to forbid much consultation be-

tween officers of libraries and students and readers? No. In doing this kind of work, deal with inquirers in the branch libraries as well as at the central building.

The large cities of England and America have found themselves best able to fulfil their functions in the community by establishing numerous branch libraries, in a circle around the central library, in different sections of the territory which they cover. A considerable portion of the books in the branch libraries should be selected with especial reference to the needs of teachers and scholars. Persons should be placed at their head who have been chosen because, among other qualifications, they have the ability to render assistance in the commoner fields of investigation to ordinary inquirers. Large collections of books are not needed in doing work in connection with schools. Small branch libraries selected with regard for their wants, when supplemented by the resources of the collection in the main building, are adequate. In furtherance of the work of rendering assistance to inquirers among scholars and teachers, there should be at the central library some man of large general acquaintance with books and of zeal for the dissemination of knowledge, to whom teachers and others in search of information

may have ready access when in search of knowledge regarding any subject they are interested in. He should have as many assistants as are necessary to meet the demands of the inquirers.

With such a head and a sufficient number of assistants in the central library, and with competent heads of branches, it is perfectly feasible to do this kind of work in connection with schools. Ordinary applications for information would be met at the branches, and difficult questions would have to be answered at the central library by the presentation of the inquirer there in person, or by conversation through telephones connecting branches with the principal building. Nor need such service be very expensive. The officer having charge of this kind of work should be a cultivated man of somewhat exceptional qualifications, whose abilities and attainments command compensation equal, say, to the principal of the high school. It is easy, I know from experience, to train intelligent women who have had only a high-school education, but who have some interest in books, and pleasant manners, to do the ordinary work required in pointing out sources of information. Questions of teachers and scholars recur, and having once been answered by the chief, can be answered afterward by his assistants.

It seems to me practicable to do even more of this kind of work in large cities, and to be perfectly feasible to invite the public generally to come to public libraries, every person with any question he may wish to ask that books will answer, for the purpose of having the best source of information adapted to his needs and capacity pointed out to him and placed in his hands. The number of inquirers will not be so great as to become unmanageable and swamp the facilities of libraries, but it will be large, and, increasing gradually, will have to be met by a gradually increasing force of assistants. I make these statements of my convictions after careful consideration of the subject, and after ten years of experience in conducting a library, with no mean success, on the plan recommended. The aim, bear in mind, is not to provide information to specialists, but to help people generally to get answers to questions which they feel interested in having answered.

I see no reason why, in doing this kind of work, a library in a large place could not, with very little difficulty, get great assistance from gentlemen outside of the corps of officers. Take Boston as an example. How easy it would be to interest a large number of the professors in the colleges and other educational institutions

in and near the city, and specialists in different departments of knowledge in professional life or leading a life of study in comparative leisure, to allow questions to be put to them occasionally in regard to what book or books should be given to an inquirer, when the general knowledge of the officers of the library, with bibliographies at their command, fails. Treat these gentlemen as men to whom you are indebted, and afford them graciously every privilege that can possibly be granted to students, and let them feel that they are an important factor in the management of the library, and I am sure that, leaving out the very selfish men who are found among scholars as well as among men in other occupations than study, a large corps of voluntary assistants could be found ready to render the small amount of gratuitous service needed of them, in consideration of the consciousness that they were conferring a public benefit. Of course, tact would have to be used at the library, and no unnecessary labor should be put on these men, and it should be without expense to them. The large libraries need and can have more co-operation in the selection of books and in the dissemination of knowledge. Are there not numbers of young specialists in large cities, and men of maturer years, who would delight to co-operate with the

officers of a great library in making the institution an exchange for information, a great educational institution, a university for the people? Would not scholars at a distance allow themselves to be consulted occasionally for the benefit of inquirers, in consideration of the privilege of occasionally asking themselves to have little investigations made, and in return for infrequent loans of books?

One word in regard to libraries in small towns, and I close. In such places, persons interested in the schools are likely to feel an interest in the town library, and to be officially connected with it. School-committee men and teachers in small towns should see to it that a portion of the money appropriated in town meeting for the use of the library is spent for books that teachers and scholars need to consult and use.

LIBRARIES AS EDUCATIONAL INSTITUTIONS.

BY S. S. GREEN.

THE first thing a library has to do, if it wishes to exert a beneficial educational influence, is to see to it that the selection of its books is carefully made by competent persons.

In buying *additions*, substantial aid may be had by consulting the annotated lists of books purchased, from time to time, by some of the larger libraries, and the Library Purchase Lists which, prepared by Mr. Cutter of the Boston Athenæum, have appeared in successive numbers of the *Library Journal*, beginning with Vol. 6, No. 1.

Among valuable lists with notes now issued, which it will be well for smaller libraries to make use of, are the bulletins of the Hartford Library Association and the Boston Public Library, and the lists of additions to the Boston Athenæum, the Free Public Library of Worcester, Massachusetts, and the Young Men's Library of Buffalo.

Librarians may also make the card-catalogues

of their libraries more useful to readers by subscribing to publications such as these, cutting out some of the notes and pasting them on the cards.

It may not be amiss to remind managers of small libraries that the best sort of information regarding books may be obtained by reading the book-notices of such papers as *The Literary World*, the *New York Evening Post*, or its weekly issue, *The Nation*, and *The Critic*, in the United States, and the *Academy* and the *Athenæum*, in London.*

In order to make libraries, in which readers are admitted to the shelves, attractive, the books must be well arranged, and care should be taken to make the plans of arrangement known.

A decided influence in behalf of the education of the community may be exerted by making large numbers of reference-books, such as *Encyclopædias*, *Biographical Dictionaries*, *Dictionaries of Mechanics*, etc., accessible to readers.

It is important also to provide quiet study-rooms for really studious persons.

Knowledge of the progress that has been made

* "The American Catalogue," "Publishers' Trade List Annual," "Publishers' Weekly" and "Literary News" for American; and the "English Catalogue," "Publishers' Circular" and "Bookseller" for English Books, give great assistance to librarians and other teachers, and in large libraries are indispensable.

during the past year in improving plans for the arrangement of books, for the indication of the arrangement, and for facilitating in other ways the use of libraries by students and readers, may best be obtained by reading the numbers of the *Library Journal* issued during the year, and the reports of the most enterprising librarians.

"How to Use the Reading-room," is a useful little publication, prepared by W. E. Foster, for use in the Providence Public Library.

"Suggestions to Students," printed for the benefit of pupils in the Edinboro' State Normal School, Pennsylvania, may be found on page 160 of Vol. 6 of the *Library Journal*.

The Thomas Crane Public Library, of Quincy, Massachusetts, has issued two Children's Book Lists, one containing books under the heads Fiction, Fairy Tales, and Historical Fiction; the other, books under the heads Biography, History, Science and Natural History, Travel and Adventure, Miscellaneous. The lists are intended to be short, containing, both together, only a few hundred volumes. The second list seems meagre, but both must be useful, although not above criticism as regards the selection of books appearing in them.

In response to an application made by me to Mr. Charles Francis Adams, Jr., for information

regarding the results which have followed the use of the Children's Lists, he has caused a copy of a recently issued report of the School Committee of the town of Quincy to be sent to me. I make the following extract from this document: "The liberal appropriation for books and stationery, last year, has supplied us with means sufficient to add much good reading-matter to our stock; and, in addition to this, a set of encyclopædias has been placed in each building. The children are making much use of these as books of reference, and are daily learning not to rely upon other persons for information which they can find out for themselves. Our home-reading has been greatly facilitated by the preparation of the Children's Book Lists, under the direction of the Trustees of the Thomas Crane Public Library. Of these lists two numbers have already appeared, and others are to follow. Many of these books have been on trial in our schools, as in the preparation of the lists all teachers were requested to furnish the names of those books that have been proved to be interesting and instructive. Facts are continually presenting themselves which prove that the connection between the Public Library and the Public Schools is gradually growing stronger and stronger, which must be especially gratifying to all interested in

the education of the young. In this connection it may be said that the trustees have indicated their desire to do all that lies in their power to aid the schools, and have expressed their willingness to place in the library, for the use of teachers, Barnard's Journal of Education, in thirty volumes, which is a complete cyclopædia of educational literature. It would seem that the school department should do as much at least as the trustees to increase the professional knowledge of its teachers. Much study upon the history, theory, and practice of education is necessary on the part of teachers, in order that mistakes may be avoided and the best results obtained; yet it is manifest that a teacher, on a salary of four hundred dollars or less, will have little left, after defraying expenses, to invest in books of any kind. Permit me to suggest that a small sum of money be invested under your direction, so that a few of the best works on education may be placed in the Public Library beside the books furnished by the Trustees, thus forming a nucleus around which, in the future, may be gathered all of those books that would be useful to teachers."

Mr. J. N. Larned, of Buffalo, has issued during the year a catalogue of books in the Young Men's Library suited to young persons, indicating in it such books as he knows to be wholesome. He

writes me as follows, in reply to inquiries of mine : "I think our little catalogue of Books for Young Readers has had, and is having, considerable influence on the reading of young people in this library. I have had testimony to that effect from a good many parents and teachers who are systematically using it, and who have been prompted to exercise more supervision over, and guidance of, the reading of their children by the help which this little book gives them. The boys and girls themselves seem to value it. That the books recommended in the catalogue are much more in use than they formerly were is a fact which the assistants in the library say is very noticeable. Many good books that had fallen into neglect, and were always catching dust on the shelves, are now in lively demand, and going and coming like the newest ones.

"I am satisfied that the results will more than repay the labor of preparing the list, and would, indeed, more than repay a much larger undertaking in the same direction."

Mr. Larned published a large enough edition of his catalogue to enable him to sell copies to other libraries.*

* Since this paper was written, a Catalogue of Books for the Young has been prepared by Miss C. M. Hewins, Librarian of the Hartford Library Association, which, without disparage-

In Indianapolis the Library Committee of the Public Library selected fourteen volumes for a small reference library, which the School Board of that city has placed in the schools.

School libraries have been formed in Providence. Mr. Foster writes, in his third report, "That these 'branch' collections, as they may appropriately be considered, are so administered as to be used under peculiarly favorable circumstances, for they circulate under the teacher's own eye, giving him an opportunity for judiciously following up the use of each book by the most effective suggestions, instructions, and supervision."

Some of the schools in Worcester have libraries; a few, large libraries, and it has been the practice of the School Board to buy a few reference books for use in every school building.

It is the custom of the library in Worcester to allow every teacher who wishes, to take out eighteen books for school uses; and some of the

ment of other lists of books for children hitherto issued, may be said to be thoroughly good, and by far the best list for general purposes yet printed. It is published by F. Leypoldt, 31 and 32 Park Row, New York. A department for the consideration of juvenile and educational literature under the charge of Miss Hewins has just been introduced into the Library Journal, beginning with the February number 1883.—S. S. G.

instructors, availing themselves of this privilege, and making use of cards held by scholars also, have out fifty volumes at a time. These books are selected from the catalogues of the library, and from manuscript lists of choice books kept in the librarian's room. They can be changed as often as desired. The practice of this library is to buy a number of duplicates of really good books, and to supply the demand for them.

Mr. Foster, of Providence, has continued to publish, during the year, his monthly Reference Lists. Many of us subscribe for these, and we all value them highly.

He has also continued to send weekly lists of books on current topics of interest to two of the Providence papers, and to supply to readers in his library daily a list of books on subjects of present inquiry.

Mr. Foster also provides lists of books for the use of students in Brown University, in connection with subjects which they have to investigate.

Librarians in Baltimore and Providence have even gone so far, in one instance in each city, in supplying the wants of the community, as to distribute a bibliography of the subject of a lecture among the auditors.

To such persons as have not yet availed themselves of the results of Mr. Foster's labors I wish

to say, that no library can well get along, if it wishes to do an educational work, without having in hand the monthly Reference Lists.*

Mr. Foster is deserving of the highest praise, both for the amount and the excellence of his work. It should be borne in mind that his efforts in "practical bibliography" have the purpose of meeting an immediate need, and are intended only to meet the requirements of the occasion, and not to be exhaustive bibliographies of subjects adapted to the wants of profound investigation.

Prof. Winsor continues to supply lists of books, pamphlets, and articles bearing on the subjects of themes and discussions which students in Harvard University have to prepare for. These are not printed, however.

In a paper read before this association at Philadelphia, in 1876, on Personal Relations between Librarians and Readers, I wrote: "Place in the Circulating department one of the most accomplished persons in the corps of your assistants. . . . Instruct this assistant to consult with every person who asks for help in selecting books."

The Boston Public Library has recently tried

* See table of contents of the volumes of these lists already issued, in the publisher's appendix.

the plan here recommended, and with the happiest results, in raising the character of the reading of persons frequenting the lower hall of that institution, that is, the portion of the building which contains the more popular books that are given out for home use.

For particulars regarding this interesting work, I refer you to recent reports of the librarian of the Boston Public Library.

A distinguishing feature of the Free Public Library of Worcester for the last eleven or twelve years has been, that it has cordially invited all inquirers, whatever their age or position, to come to the reference library and propound their questions, assured that as much time as is necessary will be taken in every case to satisfy their inquiries, if answers to them can be found in books. This work grows in importance every year. Instead of having a reference library that is not used at all, as was the case twelve years ago, there began to be a large use of books at once under the new system, and there has been a great increase in its use every year since. Last year we gave out to inquirers, to use in serious investigations within the library building, 42,000 volumes, in addition to such works as they helped themselves to from unusually well-supplied shelves of reference books, to which access is

allowed without obtaining permission. I have no doubt this use will be increased 5,000 volumes the current year. Questions that are put to us at the library are, I believe, almost invariably answered; but much time is, of course, taken in answering them, and many books have to be bought or borrowed in carrying on the work.

I have no doubt that, in its extent and variety, we are doing a work in Worcester that is unique.

I should like, to take a single branch of the work, to speak of the close connection that has been brought about between the library and the industries of the city, and to show what is being done to advance their interests and to spread technical knowledge among workmen; but a paper would be needed to treat of this subject, and its full treatment would be out of place in a report such as this.

There is in our building, as I stated at the Washington meeting of this Association, a hall, warmed and lighted, and furnished with tables, chairs, and settees, in which the officers of the library can meet the teachers of the public schools, to confer with them on work which the schools and the library are doing together, classes from the schools and societies which desire the benefits which come from looking at costly illustrated works, and in which clubs and

associations can hold meetings when costly books and plates are required for purposes of instruction and entertainment. This hall has been much used the past year.

For example, the Women's Club listened here to a lecture by one of its number, illustrated by works in the library, on Eastern Antiquities. A class from one of the grammar schools, whose members had become interested in Armor and in deeds of Chivalry, were brought by their teacher to the library and shown Myrick's Ancient Armour and Le Croix's books on the Middle Ages.

A class came from the High School to look at the great work of the Piranesis on Roman Architecture and Antiquities.

Soon after Christmas I sent notices to the teachers in several grades of the public schools, that, between certain hours on a specified Wednesday afternoon, I would have on exhibition two hundred or more recently issued books that, it seemed to me, would help the teachers in their work. They came to the library in large numbers, and spent a great deal of time in examining the books.

The Art Society has had a meeting at the library, in which one of its number gave an account of the history and purposes of the Arundel Society; another, a description of the processes of

chromo-lithography; and still other members explained to the company, broken up into groups, the publications of the Society, which had been arranged by a committee on curtains hung about the rooms, or, when bound, on easels and tables.

As soon as I return home, a class connected with one of the churches in Worcester, which has lately been making a stay-at-home tour through England, is coming to the library for an evening to look at representations of scenes and objects of interest in Stratford-on-Avon, and pictures of Kenilworth, Warwick Castle, etc.

The library in Worcester was a pioneer in doing work in connection with schools. There have always been the most friendly relations between the Superintendent of Schcols, the teachers, and the officers of the library, and our collection of books has been freely used by teachers and scholars of the higher grades of the public and private schools in which Worcester abounds, since the introduction into the library, eleven or twelve years ago, of the system now prevailing.

An account of the manner in which we brought about closer relations between the library and the 7th, 8th, 9th, and some lower grades of the public schools, was given in a paper which I read at a meeting of the American Social Science

Association, held in Saratoga a year ago last September.

All that it is necessary to say here in regard to this matter is, that the work described in that paper is still carried on, and that much aid continues to be afforded by the library in the study of geography, in helping the scholars to make little investigations, and in making the reading-lesson interesting.

The principal development of the work among these lower grades of schools has been in the increased use of the library by teachers for taking out books for the use of scholars needed in the work which they are doing, in trying to substitute wholesome reading for that which is a waste of time.

Some interesting new connections have been made with the High School the past year.

Squads of boys and girls now come to the library from this school during school hours. The plan is working well. The teacher in history, who has about one hundred and fifty scholars studying Greek and Roman History under her charge, is, by my advice, sending all of these scholars to the library, in parties of ten each, to look at illustrations of Greek and Roman antiquities. I show them such works as "Falke's Greece and Rome: their Life and Art," translated

by our associate, William Hand Browne, of the Johns Hopkins University Library; "Stuart and Revett's Antiquities of Athens," "Parker's Archaeology of Rome," "Wey's Rome," "Josef Langl's Denkmäler der Kunst. Bilder zur Geschichte vorzugsweise für Mittelschulen und verwandte Lehranstalten," which is being published in Vienna, and give them, for additional descriptive matter, such books as "Mahaffy's Old Greek Life" and "Wilkins's Life of the Romans," two volumes of the series of History Primers, "Mahaffy's Old Greek Education," "Guhl & Koner's Life of the Greeks and Romans," "Smith's Dictionary of Antiquities," "The Encyclopædia Britannica," etc., etc.

The object of this method of study is, of course, to aid the imagination of pupils, and to make real to them whatever they read and study about. Thus, for example, they are shown a picture of the Forum as it is to-day, perhaps also a picture of it as it appeared in the last century, when the Piranesis represented it, before the excavations of later years had been made; and a picture of the Forum as it was in the times of Cicero, reconstructed according to the directions of competent scholars, as given in the work of Falke and elsewhere. So, too, views are given of the remains of the Parthenon and a representation of

this vast pile of buildings as it appeared in the days of its glory.

Pictures are shown, too, of the dress and houses and domestic utensils of the Greeks and Romans.

The scholars are required to write out an account of different objects which they see pictorially represented. The teacher who is conducting this exercise also has her scholars review history by topics, and sends them to the library, where the proper books are given them for pursuing their investigations.

Every member of her class is engaged to-day in preparing an elaborate essay descriptive of some class of objects,—Basilicas, the Catacombs, Baths, Theatres, and Amphitheatres, the dress of the Greeks and Romans, or of Greek and Roman educational facilities, or concerning Greek heroes.

Work similar to that done by Mr. Metcalf and other teachers in schools in Boston is done in the High School in Worcester; but, while the Public Library in Boston supplies the books needed, the pupils themselves are required with us to furnish the volumes studied.

It is intended to give the pupils as good a knowledge of Bryant, Irving, Longfellow, and Hawthorne, as can be obtained in a course extending over two years, every scholar in the

High School being engaged for six months in studying each one of these authors.

Much work has to be done at the library, in connection with this study of American literature. Allusions have to be looked up, for example. An interest developed in the Alhambra of Irving leads to the desire of seeing such representations of the remains of Moorish architecture, and particularly such remains of the Alhambra as the library possesses.

The principal of the High School came to me a few months since and stated to me that he was dissatisfied with one feature of the English course of study, and wished to substitute something in the place of book-keeping for a portion of the class. He had received permission from the Superintendent of Schools to talk the matter over with me and arrange some new exercise agreeable to him, if the library could aid him. We considered the matter carefully, and concluded that, as the scholars were studying Greek history, it would be well to give them a taste of Greek literature. We formed this plan: I, having the power to buy duplicates, agreed to furnish six copies of each of the two little volumes in the series of ancient classics for English readers about Homer, namely, one on the Iliad, and one on the Odyssey, and six copies each of good translations

of the poems of the Iliad and Odyssey. The members of the class would never have the opportunity of becoming acquainted with Homer in Greek, and as young people enjoy reading his poems when their attention is fixed upon them, the experiment seemed worth trying. The class has gone through the little books, which were intended to give the members a preliminary general knowledge of the story of the poems before attacking the big books which contain Homer's writings themselves, and are now at work on the Iliad and Odyssey themselves. The teacher in charge tells me the plan has proved successful, and that the class is enjoying a very pleasant and profitable exercise.

THE PUBLIC LIBRARY AS AN AUXILIARY TO THE PUBLIC SCHOOLS.

BY R. C. METCALF.

FOR a long time the public library has been looked upon by teachers as an enemy of the public schools. We have valiantly fought against the surreptitious introduction of light literature within the sacred walls of the school-room. We have confiscated dime novels, and turned deaf ears to juvenile appeals for mercy when "The Last of the Mohicans," or "Robinson Crusoe," was found innocently lining the geography or arithmetic. We have coaxed, we have scolded, we have advised, and yet the library would give us odds and beat us every time.

Neither figures of rhetoric, nor problems in arithmetic, could hold their own against Indians and pirates with the boys, nor could the charms of geography, or the blandishments of grammar, withstand the touching story of "Maidens all forlorn, once more made glad," with the average girl of a Yankee school-room. "What can't be

cured must be endured," became our motto, until endurance ceased to be a virtue, and we resolved to fight the educational battle with weapons borrowed from the public library.

Knowing that boys and girls like reading above almost all things else, we determined that reading must be made to help, and not to hinder, our school work. Books of travel would reinforce our teaching of geography. Books of travel must, then, be brought into the school-room, and not kept out. Historical stories would illustrate history, and so historical stories must be made to contribute according to their means. Language could be better taught by its use than by the study of its rules and exceptions, and so the story that had been read was reproduced by the pupil in the class-room, and judiciously combined with these same rules and exceptions.

Considerations like these led to a somewhat careful study of the whole subject of general reading, and now I propose, as briefly as possible, to state the results of that study, only premising that my conclusions to-day are somewhat different from the conclusions of one year ago, and very likely my opinions twelve months hence will be quite, as far removed from those now held.

As all children like stories, and but few can be permanently interested in reading of a different character, story-reading would *seem* to be, and, I believe is, the true method of commencing our work upon the taste of the child.

Stories may be true, may be founded on fact, or may be properly classed as fiction. Children like them all, perhaps, equally well, though I have sometimes thought that they prefer those that are true. Our work as teachers is to cultivate the taste of the child, so that he will prefer the good story to the bad. But what constitutes a good story for children?

1. It must be pure in thought, and simple in style and language.

2. It must not be unreal.

It must be pure in thought, and so I would reject some of the novels of Charles Reade, and others that too readily suggest themselves to our minds.

It must not be unreal; hence I would put one side, for future reading, perhaps, such stories as those written by Jules Verne; and while I do not object to the "Arabian Nights" and fairy tales on high moral grounds, I think we can spend our time in school on some other books to much better advantage.

A successful painter catches the expression of

his subject at his best; and so we sometimes say that the portrait flatters. But if the likeness be a good one the charge is not true. So, in a good story, the elements which combined make up the characters delineated may, and in fact should, be so selected as to make an ideal character, correct in every particular, and unreal only in combination. Mrs. Whitney's popular story, "A Summer in Leslie Goldthwaite's Life," will illustrate this point.

My pupils, in discussing it, charged that the characters were overdrawn. Leslie was too good. Sin Saxon's badness developed too rapidly into goodness, and Miss Craydocke's saintly characteristics were entirely beyond the reach of ordinary mortals. But after studying for a few lessons the different phases of character, as brought out in the incidents of the story, all agreed that the presentations, when taken by themselves, were not unreal, and that the objection which each involuntarily made to the story was from the fact that too much that is good, or too much that is bad, was crowded more rapidly than is real into the portrayal of the leading characters.

We should never lose sight of the real object that the teacher should have in view while directing the reading of his pupils. It is to so culti-

vate the taste that they will make a wise selection of reading-matter when left entirely to themselves.

We may indicate, from time to time, certain books that can be read with profit, but unless we do more than this, most pupils will fail to follow our suggestions, either from lack of time or from lack of inclination.

The class should be supplied with note-books, in which can be entered the names of books suggested in the recitation. This list, if unused for the present, or crowded one side by the pressure of daily study, may be of great value in the future, when more leisure will give the necessary time for reading.

A lesson in geography will suggest numberless books of travels, a lesson in history a multitude of biographies and historical sketches; will suggest, I say, but only to teachers who are familiar with books.

It is related of a noted preacher in Boston, that, for the edification of the theological students in Cambridge, he told his experience as a sermonizer. It was his habit, he said, to consider his subject carefully through the week, as he had time, but to postpone the writing until Sunday morning; then, rising early, he would drink his glass of milk, commit his thoughts to paper, and

so give his people a sermon fresh from the laboratory of his mind.

Think of those young men trying the same plan! Think of their postponing all work until Sunday morning, and then, on the strength of their glass of milk, expecting to evolve a sermon out of their inner consciousness! Think of the waste of milk! And just as absurd is it for a teacher to undertake the task of directing the reading of his pupils, who is not himself a reader.

Several plans for attaining our object may be mentioned; and, though I have a very decided choice myself, it is possible that some other than mine may work admirably in other localities, or under the direction of other teachers.

We must remember that very few pupils can buy books for miscellaneous reading. Nearly all must depend upon the public library, and but a small number can be accommodated by the library with the same book at the same time. These facts are, to my mind, fatal to any plan for directing the reading of our pupils that limits the teacher's work to suggesting the names of books to be read.

A book should generally be read at the time the reasons existed for suggesting it, or the interest will become absorbed in other matters.

If a pupil must wait his chance for obtaining the volume at the public library, and fifty others are equally anxious to secure the same volume from the same source, and all these in addition to the usual patrons of the library, one can imagine the hopelessness of the teacher's task whose plan of operations is limited to giving advice as to books that are worth reading. New subjects will suggest new books, and the list will soon grow to proportions so formidable that the ordinary pupil will become discouraged.

Another plan which has been proposed is worthy of only a moment's consideration. The plan is to have the teacher select some good book, and read it aloud to the class, or cause it to be read by some pupil, teacher and scholars discussing the subject-matter as the reading progresses. This method might be a good one if time could be found, apart from the ordinary recitations, to carry on this work. But such time is so limited, and the interruptions so numerous, that all interest in the story would inevitably die out, in consequence of the slowness of the progress. Such a plan might work very well with small children, where short stories could be the rule; but I feel quite sure it would not prove a success in the upper classes of our grammar schools.

Two plans remain, both of which I heartily commend, the choice to depend entirely upon circumstances.

First. Ask the librarian to supply you with twenty-five or thirty carefully selected books, —books that you have read yourself, and will help forward, in some way, your school work. Some may be books of travel, some histories, some biographies, some works of fiction. These books may all be charged to you by the librarian, and you held responsible for their use. They may be distributed and charged to the pupils by the teacher, and good care required as the condition of retaining them.

You can organize a system of exchanges, so that in the course of a term all the pupils will have read a number of excellent books. You can adapt the reading-matter somewhat to the ability of the pupil, and from time to time, in familiar conversation, suggest points to which you wish to call the reader's attention.

There are grave objections to this plan, for the reading, though selected by the teacher, is not carried on with the pupil, and much that is good will be lost, because it will not be appreciated. This objection, together with the fact that, while considering the story, I wished to study the language and incidents with the pupils, has led

me to adopt the following plan with a moderate degree of success.

The librarian in Boston, Judge Chamberlain, very kindly offered to lend me sets of such books as I might select, each set to comprise thirty copies, and to be retained as long as we needed them for use. These books were loaned to the pupils, and carried home by them, two using the same book alternately, each one evening of the week. All books have been covered by the pupils, and occasionally submitted to me for inspection. One hour per week has been set apart in school for the study of this book, a certain number of pages being assigned as a lesson, and constituting the evening lesson for the day preceding the recitation. This lesson is always carefully prepared by myself, notes being made of the special points that I wish discussed. This is a work requiring much time, but which, if omitted, renders of little value the succeeding recitation.

During the "reading hour," as I may designate the exercise, the pupils tell the story so far as it is developed in the prescribed pages, each contributing what she can to make the account complete. As the books are not used in the exercise, either by teacher or pupil, the efforts at story-telling become language lessons of the very best

type, each pupil being encouraged to make statements as full and extended as possible.

The characters introduced are next taken up and discussed, pupils not only reproducing what they have read in the book, but criticising the characters as drawn by the author. These criticisms are frequently keen, usually just, and always interesting. The morality of the story, if I may so express myself, is next brought under discussion, and an attempt made to inculcate and emphasize what is good, and justly stigmatize all that is bad. It is impossible, in a brief paper, to fully specify all that may be done in such an exercise. Every teacher will have his own plan and develop it in his own way.

Much skill will be required to secure the co-operation of all the pupils, as some find it much more difficult than others to express in good language the thoughts that have been gathered or awakened. Education, natural ability, and numberless circumstances make a world-wide difference between the pupils of a class.

I will only say, just here, that so far I have found the hour devoted to general reading to be very enjoyable, and I think very profitable.

The advantages of this last plan over any other that I have considered are many. In the first place, the combined thought of teacher and

scholars will be given to the same work; and if the teacher be skilful, the pupils will not only read a few good books, but they will learn *how* to read them, and so gain the ability of reading others by themselves.

A second advantage, and one that was quite unlooked for, is the gain in the use of language. Children like to talk, and only ask us to give them the opportunity.

Mr. Greeley once said that the way to resume specie payment was to resume; and so I would say that the way to learn to talk is to talk.

The grosser errors can be corrected at the time; but, as a rule, the conversation of the pupil should be but slightly interrupted by the teacher. The utmost freedom should be allowed, and the fullest and freest narration on the part of the pupil encouraged. Written statements, as well as oral, can be required, and so facility in writing as well as in speaking be gained. This same plan is being carried out in our second and third classes, the books used being some of those already studied in the first class, besides one or two that have been furnished by the school committee for supplementary reading. Dr. Eliot's selections containing extended extracts from the life of Benjamin Franklin, Longfellow's "Tales of a Wayside Inn," Cooper's

"Spy," and one or two others, have proved invaluable to us; and, as we have a large number of copies belonging to the school, each pupil can be furnished with a book. While waiting for a new supply from the library we turn to these selections, and during the year have read nearly all of them.

The first book that we read together this year was "A Summer in Leslie Goldthwaite's Life." The next, Towle's "Pizarro," and the third, Scott's "Lady of the Lake." The first two were completed in the manner just indicated, but the close of the term found us at the end of the third canto of the "Lady of the Lake."

If this plan for general reading can be carried out, without interruption, in the upper three classes of our schools, every pupil, at graduation, will have read with his teacher, and under the most favorable circumstances, a large number of good books. It seems clear to me that such a work must result in the improved taste and general culture of the pupil.

It is well, also, to keep a record of the outside reading of the pupils in the class. For this purpose the names can be arranged alphabetically, in some blank book, a sufficient space being allowed each pupil for a record of his reading during the year. Once a week the pupils write

the names of such books, together with their authors, upon slips of paper, and place them upon the teacher's desk at the time of dismissal. These slips are copied by the teacher at her leisure; and so, at a glance, she can know the usual reading of the pupil, and can suggest, from time to time, such changes as may seem desirable.

Who can doubt that should a similar work be carried on in all our schools, the quality of reading-matter selected from our public libraries would be greatly improved, and the value of the public library, itself, to the community, be increased a hundred-fold?

I feel very sure that nearly all librarians will enter heartily into this work, and will give all the help within their power. I know that a few of them seem to content themselves with being faithful watch-dogs to preserve the property of the town; but my experience teaches that there is a greater degree of readiness on the part of librarians to serve the schools than of teachers to accept such service. The latter class are so sure that they already have more to do than can well be accomplished, and that the introduction of extra reading-matter is an extra load to carry, rather than a help to bear what is now imposed, that it is wellnigh impossible to find a respectable minority to undertake the work. It is very

possible that, with improved methods, we can accomplish much more than we now do.

I am convinced that supplementary reading can be made a powerful auxiliary in aid of our regular school work. This is especially true of history. The exercise in general reading soon enables the pupil to reproduce, in a few minutes, with the utmost ease, what heretofore has required much laborious study.

The selection of proper books for the class has proved my greatest difficulty. General reading should be based on the school requirements, should help us in teaching geography, history, and grammar. Books of travel, biographies, historical novels, and a multitude of others can well be used in the school-room. But our own reading rather leads us away from the books of especial value to children. I have found it necessary to make a business of reading for the very purpose of enabling me to select what is best. Such reading is not always just what I should choose for myself, but it is not so burdensome as I supposed.

Towle's "Pizarro," his "Vasco-de-Gama," or his "Magellan" are all exceedingly entertaining, and serve to refresh the memory upon subjects that have long been crowded one side.

I claim no originality in the plans suggested.

I do not claim any great degree of success. So far, the whole matter is an experiment, but one in which I have the utmost confidence.

Always keeping in view the principal object of such reading, viz., the cultivation of the taste of the pupil, so that the quality of his reading may be improved, I can see no reason why teachers, acting in concert with the trustees of our public libraries, may not accomplish a work that is scarcely second to any other in the good that may result from it.

THE RELATION OF THE LIBRARIES TO THE SCHOOL SYSTEM.

BY WILLIAM E. FOSTER.

IN order to an intelligent discussion of this relation, clear ideas are essential, regarding some of its fundamental elements. It cannot perhaps be better introduced than by attempting to establish for ourselves correct conceptions of the child's mental faculties, of the proper functions of the school in this matter, and of the functions of the library.

THE NATURE OF THE CHILD'S MIND.

First, as to the nature of the child's mind. As a recent English writer has stated, we "cannot impart any new faculties to" the child, "or alter the order in which" his "faculties are naturally developed." All our "teaching must be regulated by what children are."* To ascertain this order, therefore, is important; and whatever variation of opinion there may be as to matters

* "The cultivation of the senses." Philadelphia (1878), p. 7.

of detail, there is a substantial agreement upon the general principle, as stated by Dr. Hill,* that the perceptive faculties "give the earliest evidence of activity;" next, the imagination; and, last of all, the logical powers. If, therefore, we would develop the mind of a child by the reading to be furnished it, we must take him at the stage where he really is,—calling out the perceptive faculties of the very young pupil by that which cultivates his habit of observation, suiting to the still farther unfolding powers of the child the works of imagination which he naturally seeks, by means of simple and natural stories carefully alternated with actual facts; and not committing the error of offering to his attention works which involve logical processes, before the mind is sufficiently matured to deal with them. To illustrate;—you would not put into a young child's hands De Quincey's admirable essay on Goldsmith, which to a mature mind would be full of suggestiveness and meaning. You would rather give him Mr. Donald Mitchell's account of Goldsmith in his little book, "About Old Story-tellers," which aims, not at tracing out philosophically the principles underlying his

* "The true order of studies." Thomas Hill, D.D., N. Y., 1875, pp. 8-10.

career, but at exhibiting the vivid incidents and tangible events of his life, which the perceptions of the child readily lay hold of; and which help the imagination of the child to reproduce for him the circumstances of his career. You would refer him, not to the elaborately philosophical pages of Palgrave and Lecky for an acquaintance with English history, but to Dickens' "Child's History of England," with its simple method, and picturesque narrative.

Yet, while the principles just stated are shown, both by reason and experience, to be true,—as abstract principles,—it is plainly unsafe to rest here in our examination of this matter, for not every child develops in the same way. Observation shows, even in a selected class, of equal age and similar general surroundings, a noticeable difference in the rapidity with which the use of faculties is acquired, in the ease and thoroughness with which they are applied, and in the capabilities manifested. Our recognition, therefore, of the abstract principle must be supplemented by a careful study of the individual pupil, and the reading, no less than the teaching, intended for that pupil, must be judiciously adapted to his individuality; must grow out of his peculiar characteristics and capabilities. This is why catalogues and special lists, and, in fact, all instru-

mentalities undertaken on a general scale for influencing and aiding young readers, must lose at least one half their designed efficiency, unless supplemented at every point by the living interest and sympathy of some one, whether teacher, librarian, or parent, in the individual pupil.

If, therefore, "the first thing to be borne in mind," as suggested by Mr. Charles Francis Adams, Jr.,* in imbuing children with a healthy love of good reading, "is that they are not grown people," the next, and no less essential point is to see that, in the gradual unfolding of an individual pupil's mental faculties, he is permitted to make as rapid advances as he is really capable of. The attitude of one who is directing the development of a child should not be the mere willingness to furnish what his uncultivated taste may demand, but, by watching for the first manifestation of higher capabilities, to be ready to lead him to higher and still higher attainments. And to this feature of training attaches a wider significance than may at first sight be perceived. It has a direct tendency to incorporate into the mental constitution of the child, the habit, so firmly fixed as to be almost "second nature," of

* "The public library and the public schools," C. F. Adams, Jr., p. 17 of this volume.

continuous development, of unremitting self-culture, of conscious selection of good reading, the absence of which is so discouraging a feature in the reading of a large percentage of adults. This "determination of the pupil to self-activity" was pronounced by Sir William Hamilton, "the primary principle of education."

In thus seeking to lead the young mind from the valueless to the good, from good to better, and ultimately, to the best, there are certain natural principles of whose existence we may avail ourselves with profit, in order, as has been well said,* "to have the momentum of nature on" our side. For instance, we may not delude ourselves with the notion that we can accomplish our purpose by *simply* withdrawing and forbidding some injurious work which we find occupying the pupil's attention. One of the most successful teachers of boys in this city has said that he would not dare to do this without at the same time furnishing something to fill its place,—something, of course, which should have an upward tendency. And in this he is in direct accordance, not only with the method of nature, but with the teachings of that parable of our Lord, on which Chalmers based his powerful ar-

* "The cultivation of the senses," p. 9.

gument on "The expulsive power of a new affection." Again, we must bear in mind that the necessity of taking readers where we find them is true, not merely of the stage of cultivation attained, but of the elements of literature involved; that is, elements which we find are common to the reading both of the child and of the more advanced reader. For instance, have not the sea-stories of Mayne Reid the element of fascinating adventure, of exciting encounters, and vivid incident, in common with Irving's "Columbus," or Towle's "Magellan" and "Vasco da Gama?" Have not the Indian tales of Cooper the element of romantic surroundings, and unflagging interest, in common with Parkman's "Frontenac," or Eggleston's "Brant and Red-jacket?" Have not the stories of military and naval life which hold the attention of the boy reader, elements of adventure, and valor, and true heroism, in common with Froissart's "Chronicles" and General Bartlett's Life, and Irving's Life of Washington? Have not Sir Walter Scott's "Monastery," or William Black's "White Wings," the elements of the charm of Scottish history and Scottish scenery, in common with Miss Strickland's "Life of Mary Queen of Scots," and Hamerton's "Painter's Camp in the Highlands," for girls as well as for boys? It is wise, therefore, to avail ourselves

of every such connecting link, wherever our observation has satisfied us that it exists.

Another principle of which we may avail ourselves, is the fact that present events make a much more vivid impression on, and familiar objects have a more decided meaning and interest to the child's mind, than that which is past or remote. But with our modern conveniences of communication, time and space have no longer the power of absolutely limiting our interest, although they may affect it relatively. For instance, Afghanistan is a distant country, but if we would effectively interest a child in reading about it, there is no better time than while the newspapers are devoted to accounts of the Afghan campaigns. Again, the landing of Roger Williams is an event of the past, but if we would have a vivid picture of that scene impressed on the child's mind, let the time when the excavation of fragments of the rock has created a public interest in the matter, be made the occasion for bringing it to his attention.

The nature of the child and of the unfolding of his mental powers will also indicate to us the proper attitude to be taken, in order to benefit him. We shall find that children, though comparatively inexperienced, often have great discernment; that in the majority of instances they

appreciate a service rendered and a genuine interest felt in them; that while very likely to resent a scolding, petulant admonition to do better, to read better books; and pretty quick to perceive an underhand attempt to entice them into improving reading, yet when a patient, straightforward effort is made by some one who has their confidence, to benefit them by his guidance, to secure their interest in that which is worthy of their attention, then the desired results will be seen.

And lastly, it is worthy of our recollection (whether we are actually engaged in guiding the reading of the children, or interested in having others do so), that we are not living in Utopia, that children are not perfect, that occasionally one will be found, proof against even the best considered effort to benefit him. If we bear this in mind, we shall not, of course, look to see everything accomplished at once; but we shall, with unflagging patience, continue those efforts which must at least benefit some, and are almost certain to prove of service to many.

FUNCTIONS OF THE SCHOOL.

We now come to consider the functions of one of the agencies which undertakes to guide and assist the gradual development of the child's

mind, namely the school; and, in touching upon this topic, do not suppose that it is here proposed to introduce a technical discussion of methods which are still controverted points. This would be fitting only in one who had qualified himself to do so, by an actual experience as a teacher. It is rather intended merely to touch upon those more obvious phases of the school system, which have a bearing upon the reading of the pupils.

For instance, it will readily be acknowledged that the function of a school is not to do the whole work for the pupils; to "finish their education," so to speak. It is rather, as has well been said, to make them "able to educate themselves."* It has an eye to the future. Now, if a pupil is simply taught "to read," to use the alphabet, he can go on from that point, using his acquisition for good or for bad. But this teaching can never take the place of instruction "how to read," which is essential, if we would not commit an error similar to that of putting edge tools into a child's hands, and never teaching him the proper use of those tools.

Moreover, we are to bear in mind that the

* "The public library and the public schools." C. F. Adams, Jr., p. 9 of this volume.

teacher's influence is only one of many influences by which the pupils are acted on, and that if this influence is to be made a permanent force in their lives, it must be by their making it their own, and thus becoming independent, to a certain extent, of the teacher's actual presence. A teacher of great experience has remarked that there are two influences which well nigh determine the life and character of a pupil after he goes out from the influence of the school,—his companionships and his reading. The latter, at least, it is largely within the power of the teacher to control, by judicious guidance while the pupil is under his direction. We all know of teachers who not only have shaped the development of the young men and women under their charge, while they were still pupils, but who still have their ear in matters of reading, and are eagerly looked to for advice and suggestions, by their former pupils.

It is true that, in order to effect this, a teacher cannot be a mere hearer of recitations, with no vital interest in the development of his pupils. There may, indeed, be many phases of school-work which can be performed in a strictly perfunctory way, but not so with this. This is one which depends not on the mechanical movement of machinery, but on the contact of living minds. The teacher is not a person who has stopped

growing ; he advances with his pupils, and grows with their growth. To quote the language of our school commissioner, Mr. Stockwell, in his annual report of 1878,* respecting the appropriations to the public libraries of the State : " The teacher must realize the new field of usefulness which lies before him, and must shape his instruction so that it will prepare the child to make a wise choice in his reading."

It is scarcely necessary to add that, in all such work, that which has in view the influencing and developing of individual pupils is the surest of securing substantial results in the future. To quote the words of a recent address† to the teachers in a Massachusetts town : " If you, during your lives as teachers, can, among all your mass of pupils, find out and develop through your own personal contact only a few—say half a dozen—remarkable men and women, who, but for you and your observation and watchfulness and guidance, would have lived and died, not knowing what they could do, then, if you do nothing more than this, you have done an immense work in life." And, to quote the language of another recent address, by a distinguished Massachusetts

* " Thirty-ninth annual report," Providence, 1879, p. 105.

† " The public library and the public schools," C. F. Adams, Jr., p. 14 of this volume.

teacher: "If ever a true inductive science of education shall exist, it will be formed out of the careful record of observations of early influences, whether of the world, of man, of nature, or of books, and a just estimate of their relative action in building up the character and determining the career of distinguished and successful men." [Address of W. P. Atkinson, Jan. 3, 1880.]

But the school has a function beyond this of benefiting and developing the individual, although closely connected with it,—a conserving force in the state. I cannot more fittingly characterize this feature of its work than by quoting from the admirable address of Mr. Thurber,* delivered before you, one year ago: "It is an established institution, so intimately and organically related to the habits of our people, and so well equipped with the means of accomplishing its objects, that it furnishes us to-day our best hope of touching to better issues the popular morality, and of awakening the too inert civic consciousness." Obviously, this function of the school belongs to the higher departments, where the pupils have reached an age when the reason may be appealed to in their mental development. Obviously also, as Superintendent Eliot suggests, in his second

* "An important defect in our schools," Samuel Thurber. Worcester, 1870. pp. 5-6.

semi-annual report,* in this matter "the reasoning faculty should be our first object,—its training now, and its exercise hereafter," rather than the laboring to incorporate preconceived ideas of citizenship in minds which do not, by conscious reasoning, make them their own. Clearly also, it is at this point that the reading to which the teacher may guide the pupil will be of most efficient service, when judiciously followed up. To take merely the authors mentioned by Mr. Thurber,—Cicero, Burke, and Webster,—an intelligent reading of their works, in connection with the contemporary history, supplemented by the living interest and conscientious influence of the teacher, will go far towards training up in the future a generation of intelligent and patriotic citizens.

Lastly, it is neither a wise nor successful course to overload the school-system with too many functions. To quote Superintendent Eliot once more: "An educational course may be packed so full of work that one piece crushes out another."† For this, however, there is no occasion,

* "Thirty-fifth semi-annual report of the superintendent of [the Boston] public schools," March, 1879. Boston, 1879, p. 35.

† "Thirty-fourth semi-annual report of the superintendent of [the Boston] public schools," September, 1878. Boston, 1878, p. 7.

so far as the common work of the school and the library is concerned. The true method of coöperation is not by introducing wholly new growths, but by turning existing agencies in this direction.

FUNCTIONS OF THE LIBRARY.

Let us now turn to the library, and, by examining its functions, notice in what way it may supplement those of the school.

An obvious function of the library is to afford assistance and resources whenever possible, to make its collection a workshop in which the needed information shall be attained, in which the skilful use of authorities shall be acquired, and in which mental faculties, otherwise latent, shall be called forth and developed. And, in thus offering the use of its resources, the young reader is not excluded. The state of things humorously alluded to by Mr. Winsor (in his paper read in 1879 before the American Social Science Association, at Saratoga) no longer exists. "Time was," he said, "when the student in college came up to the library once or twice a week on sufferance. 'Boys!' cried the warder of one of the first of our college libraries, within the memory of the present generation, 'Boys what are you doing here? This is no place for

you.'''* Not only are the college libraries managed differently, but the children in our public schools are welcomed to the public library, and encouraged to supplement their studies by a well-directed use of its books. And there are two practices which have been adopted to some extent in the schools of this city, which are worthy of still farther development. In some instances the teacher sends a pupil with a note, or other message, to the librarian, when he sees that he can be benefited by a certain line of reading. This gives the librarian an opportunity to reach the individual pupil. In other instances the teacher visits the library in company with one or more of his pupils.

On the other hand, this is not the sole purpose of a public library; for it is not made up of books for any one class, solely, and its selections cover the widest range. In order, therefore, that the pupil may use to the best advantage that portion of it which is suitable for him, special efforts need to be made, in his behalf, on the part of the library as well as the school. The librarian should be willing not merely to prepare special lists, but to co-operate with the teachers wherever it appears that important benefit may be rendered in

* *Library Journal*, v. 4, p. 401.

individual cases. Some of these features will be considered, later on.

A function of the library which is coming to be more fully acknowledged is that of not merely furnishing the material for the reading of the public, but also, so far as possible, indicating the method of reading and study. This is illustrated by the preparation of such printed catalogues as those of the Boston and Quincy Public Libraries, with their full and minute historical references for the furtherance of a plan of intelligent and systematic reading. The Fiction catalogue also of the Boston Public Library, is an illustration of the manner in which a reader may be led from a lower to a higher stage of reading. The special reference lists in connection with such subjects as Rome and Athens, as treated in illustrated lectures, and on such current topics as the New York obelisk, have been prepared by the public library of this city, with very satisfactory results.* The same library also makes a daily practice of posting up references, for the use of the public, to the works in its library which bear upon any matter which is at that time of public interest. All these features, and particularly the last, are

* Since Jan., 1881, the more timely of these lists have been issued in the form of a monthly periodical, entitled the *Monthly Reference Lists* (now published by F. Leypoldt).

such as may be made directly available in the work of the school. A pupil who has formed the regular practice of consulting these daily notes is likely to grow up, not only with a more intelligent interest in the world around him, but with that suggestive habit of mind which enables him to see meaning and appropriateness in a thousand things which a less carefully trained mind would overlook; and with the habit of looking at things in their relations, which will save him from so many annoying errors.

Is then a library an educational institution? These are certainly educational functions; and although the library possesses other functions, such as, for instance, that of rational entertainment, yet the educational principle may profitably be kept in mind all the way through. "The modern library," says Mr. Winsor, "is the meeting of what has been, and is to be,—the accomplishment and the potentiality."* It necessarily follows, therefore, that, like the school, much of its best work is done, not for a present impression, but for a future result; that, by the current of reading and thinking which its well-directed efforts may succeed in introducing into the life of to-day, it is silently contributing to shape the

* *Library Journal*, v. 4, p. 400.

civilization of the future; that, by seeking to circulate good literature, and to make the thoughts of great men of all time a vital force in the lives of the youth of this day, (who shall be the adult public of the future), it is really, like the public school, a conserving power; and like it has a claim to the use, the gratitude, and the interest of the public.

SPECIFIC MEASURES.

With this view of the functions of the school and the library and the nature of the child's mind, we may more intelligently enter upon the consideration of specific measures designed to advance their common work.* And here let the principle already alluded to be carefully borne in mind:—that the aim is not to introduce wholly new growths, but to utilize those already existing.

This being the case, then, it is natural to begin with the text-books, for which the course of study provides. To use the language of one of the Boston grammar masters who has given this subject careful study: "Let the teacher constantly turn the mind of the child to books

* See also the article, "The school and the library; their mutual relation." *Library Journal*, v. 4, pp. 319-25.

that will illustrate, explain, or more fully develop the work of the school-room.' *

We shall find also that these specific measures will depend for their efficiency on their adaptation to the age, and capabilities, and natural tastes of the pupil. The lists of books in the public library of this city, suitable for young people, prepared for the use of the public schools, provide for this point by marks distinguishing the books as follows: (1) books for very young readers, (2) books for somewhat advanced readers, (3) books for boys particularly, (4) books for girls particularly, (5) books to be consulted only at the library. All that are undesignated are understood not to be subject to any of these limitations.

So, also, the methods adopted must vary with these varying conditions. For instance, the children in the primary and intermediate schools must be approached almost entirely through the cultivation of the senses and the imagination. To cultivate the senses, some primary school teachers have adopted the plan of taking a book from the library which contains descriptions and illustrations of animals, or of other topics in natural history. These simple, vivid accounts

* Mr. R. C. Metcalf, *Library Journal*, v. 4, p. 345.

are read aloud to the class; and the teacher improves the opportunity afforded by the interested questions asked, after reading, to call out, develop, train, and assist the habit of close observation. One of Bewick's engravings, containing many more figures than could at first sight be perceived, has been used successfully, to test the varying abilities of the children in this respect, some pupils discovering many more than others. Some of the teachers of this city also, after personally examining books which they find to be suitable for young pupils, write on the black-board in the school-room the titles and numbers of the books, the children copying them for themselves.

In the grammar schools the effort to cultivate the senses may take a wider application. There are few better ways of acquiring habits of close observation than by the well-directed use of reference-books. A beginning may be made with those which are contained in the school-room, but the teacher should also improve the opportunity to send the pupil to the library for others. For instance, the question is asked: "Who are the reigning sovereigns of Europe?" or "What is the date of the birth of Mary Stuart?" or "How many steamship routes are there from New York to Liverpool?" It is probable that no book

would be found at the school which would answer these questions. In sending a pupil to a reference-book for information, care should also be taken that the child not merely ascertains that particular piece of information, but that he acquires the method. In using the text-book also, the matter should be studied topically, so far as possible. To one pupil the teacher will say "You may find out all you can about this point." And similarly with the other pupils. The child's interest should be aimed at and secured in connection with each point. Lists designed to further this method of study are prepared on the course in United States history, by the public library of this city. Much may be done by bringing interconnected departments into relation with each other at the proper time. Thus, if history be the department to which the text-book belongs, see that the pupils are interested to read the biography of the principal actors in the period studied about. And here we must bear in mind that it is not the biography which the adult reader would select, with its exhaustive study of social tendencies, its philosophical treatment, and discussion of abstract principles, but the narrative biography, written for a child's comprehension, with its simple language, vivid pictorial style, and abundance of

easily remembered incidents. At the same time, the wise teacher will make sure that these incidents do not exist in the mind of the child as so many unconnected, unmeaning stories, but will endeavor to show their significance in the development of the individual's character or in the unfolding of the historical narrative. It is here that the reason has one of its earliest opportunities of exercise, in the apprehension of cause and effect, and the careful establishment of that relation. In the grammar schools also the exercise of English composition exists, which, when rightly improved, can be made the source of so much genuine pleasure and advantage to the child, instead of being (as it is sometimes) a fearful bugbear. The first trials of the child at this art of expressing himself, must of course, be simple, unambitious attempts. In order to be successful, the essay must be about something on which he has some actual knowledge, and in which he has some living interest. Some of the teachers of this city have successfully used the method of assigning to their pupils an essay on some book read with interest, or on some topic in the lesson which had been studied with profit. There is an unmistakable satisfaction, as we all know, in the acquisition of a new faculty, and this delight is not unknown to the child, who for

the first time finds himself able to express himself intelligibly and appropriately. Here again, the reason is brought into exercise by the child in shaping his thoughts for appropriate expression.

But if the written composition can yield such valuable results, even more can be said for the oral exercise or "reading hour." By oral exercise is not here meant the universal adoption of the oral method (which may, at least, still be considered a controverted point), but a regular weekly (or fortnightly) exercise in which the oral method is used. In some of our schools this weekly exercise has been found one of the most valuable features of school work. On these occasions, to quote once more from Mr. Thurber's address of one year ago, the subject "is not formal arithmetic, grammar, spelling, or geography, but the teacher, himself, with his fund of knowledge, his convictions, his enthusiasm. . . . They are the dullest of exercises when perfunctory; they are the brightest and most animating, when original. All the pupil's faculties respond with ardor to the least tact, the least skill, the least warmth of sentiment on the part of the teacher."* Now, this exercise is one which is

* "An important defect in our schools," p. 11.

directly available in developing the reading of the pupils. It may serve as an opportunity of inquiring what books have been read by the pupils; of suggesting others; of inquiring and ascertaining in what direction the pupils have been supplementing the course followed by the text-book, by independent reading; of suggesting and enforcing correct habits of reading; of illustrating the topics of the lesson by familiar events of current interest; in short, of developing the faculties of the pupil, under peculiarly favorable circumstances.

Some time ago, at an annual meeting of the Massachusetts Teachers' Association, Mr. Metcalf, of the Wells School, in Boston, described an interesting feature of his weekly "reading hour," or oral exercise. There is a sufficient number of copies of the same book to supply the class. This book, (Mrs. Whitney's "Leslie Goldthwaite," for instance), is carefully read, and then in the weekly exercise, questions are asked, bringing out its different features. For instance, one pupil takes up a given character, states what part this character performed, and what his distinguishing traits were. Another discusses the general movement of the plot, and the style. These things, he says, teach them close observation, and develop their critical faculty, and power

of discrimination. Others, however, take up a given portion of the story, and reproduce it in their own words. This, he says, serves as a language lesson. It is something not readily to be memorized, and the pupils are driven to fall back on their own resources. The same thing was to be noticed in an exercise* in a Providence school recently, where one pupil told in her own words nearly the whole of the story of the "Vicar of Wakefield." In language which was plainly her own, bearing every indication of genuineness, sometimes, for a single moment, at a loss for the right word, but never losing the thread of the story, with a manner so interested that it carried with her the interested attention of her classmates who had not read it, this young story-teller went on from the beginning to the close. There was the most evident appreciation of Goldsmith's delightful humor, and some questions at the end showed that she had found her interest awakened in the incidents of Goldsmith's life and career.

Now, an exercise like this is very instructive. It shows the advantage of the oral exercise as a language lesson. In all this story, as told by

* This exercise is described more fully in the *New England Journal of Education*, Feb. 19, 1880, p. 117.

the child, there were no technical, rarely-written words, which could have no meaning to a child, and yet there was here and there a word (and for this she was sometimes, as was remarked, obliged to hesitate), which she had not in her use of language, thus far, had occasion to use frequently. The effort was a means of making it more thoroughly hers thereafter. As Superintendent Eliot says: "Lead a child to find a thing himself, and it seems all his finding; because it seems so, he is interested in it, and his interest secures his mastery of it."* Observe, also, how the imagination is cultivated, which a distinguished teacher has called "the greatest of all educational forces."† And the same writer goes on to show how, in view of the fact that this faculty will have its exercise on something,—if not on good literature, then on the more worthless fiction,—"the only remedy is such a training of the popular taste as would make such rubbish intolerable."‡

Besides thus cultivating the senses and the imagination, this exercise may, among the pupils of the high school and the older pupils of the

* "Thirty-fifth semi-annual report," p. 31.

† "On the right use of books," W. P. Atkinson, Boston, 1878, p. 22.

‡ "On the right use of books," p. 22.

grammar school, aim also at developing the reasoning faculty, and one appropriate direction for the exercise, may be the development of right conceptions of government and of citizenship, as has been already pointed out. A teacher in this city has recently conducted her pupils in succession over a study, (1) of the charter and ordinances of the city in which they live, (2) of the charter and constitution of the state in which they live, and (3) of the United States constitution, the circumstances under which that was formed, and the duties of citizens under it. There is space only to mention some of the other methods which have been found successful. One of the teachers of this city has long been in the habit of having her pupils supplied with blank-books, and at certain intervals she mentions the titles of books which she wishes them to enter in this memorandum, and to read. These are pretty sure to be read, for not unfrequently the subjects of their written essays have direct reference to the contents of these books. She also uses this method to illustrate fiction by history, and history by fiction, as well as biography. Thus, if the class is studying about Cromwell, "Woodstock" is likely to be recommended for reading. Can we not see what a power this list of books, furnished by an intelligent, interested teacher,

continued for a series of years, will have, in determining the direction of the pupils' reading, thinking, and living? Another plan which has been attended with excellent results in this city and elsewhere, is for the teacher personally to examine the books for young people in the public library, and, selecting the titles of a number of those which he considers best adapted to his own pupils' reading, procure copies of them for what may be called a "school library." The books circulate under the teacher's own eye. They are passed from one pupil to another, until all have had them. The time for which they are kept is known by the teacher, and the tendency to rush hastily through three or four books in a week (always to be guarded against), cannot make very much headway. What is really the most valuable feature of the plan, however, is the opportunity which it gives the teacher, of reaching the individual pupil, of watching his growth, and guiding his development; of dropping a helpful suggestion, when giving him the book, and of hearing his comment on it, when he has read it; of observing in what way books and authors act on the young mind, thus being better able to benefit the pupil in subsequent efforts.

* For a fuller account of this plan see the next chapter.

The last method to which I shall invite your attention is that of impressing the points which need to be observed by the pupil, in his use of the library, more effectually upon his mind, by a printed list of rules or suggestions. Such a list of suggestions was prepared a few months ago for the pupils of this city, in their use of the Providence Public Library. As this list is in use in most of the city schools, and as copies have been furnished to the State Commissioner of Schools for distribution in other parts of the state, it is probably familiar to many of you, and I will not now do more than to touch upon the proper method of using it. Do not suppose that it is designed to take the place of the teacher, in guiding and assisting the reading of the pupils. No set of rules, however well considered, can take the place of the living presence of an interested teacher. Put these into the hands, then, of the pupils, let them ponder them, and make the principles their own, but let there be behind them your personal influence, more real and more potent than the printed words. When originally distributing them, go carefully over the ground, explaining each point. Afterwards, let the ordinary teaching of the lesson be made the occasion of bringing up the principles for practical illustration and enforcement. Let us

remember that, to a child, a bare abstract principle, however clearly stated, can never be so full of real meaning as the concrete illustration.

The relation of the libraries, then, to the work of observing, training, and developing the gradually unfolding faculties of young minds, and of helping them to attain the truest manhood and womanhood, is one of supplementing the work of the school, at almost every step. Let me promise you, on the part of the librarians,—I can speak for one, certainly, and, I doubt not, for all,—the heartiest coöperation, in everything which lies in their power.

A PLAN OF SYSTEMATIC TRAINING IN READING AT SCHOOL.

BY WILLIAM E. FOSTER.

THE plan detailed below has impressed the writer as having some striking advantages, and he has thought that its details would be of interest to other librarians than himself. The school in which it has been in force for a few years past is the Point St. School in Providence; and as described here its operation is confined chiefly to the first room, or principal's room, the pupils of which have an average age of about fifteen years. A plan of supervision somewhat approaching to this, and intended as a preparation for it, is, however, found in other rooms in the school.

The main points of the plan are as follows : (1.) Careful and uninterrupted study of the resources of the Public Library, and making them available wherever possible. (2.) A "school library," selected chiefly from books in the Public Library, circulating under the personal direction of the principal. (3.) The systematic supervi-

sion, instruction, and training which accompany the reading of these books.

The books themselves have been gradually accumulating during the last three or four years, and have now become a library of several hundred volumes.* But the significant feature of the collection is the fact that the books have been selected by the principal, Mr. Sawin, with as minute care as a surgeon would use in selecting his instruments. Not one has been admitted until he has thoroughly satisfied himself of its contents. The importance of this knowledge will be appreciated when it is considered that in a certain sense he himself makes the selection of reading for each pupil. Out of the list of numbers presented by the pupil, he furnishes that book which in his judgment will best further the process of intellectual training and development which he has in view for that individual pupil; and he may go outside of the pupil's list altogether. The study of the adaptation of individual books to individual readers is plainly an essential feature of the plan.

This, however, is but one half of the story. The pupil, we will suppose, has drawn Coffin's

* A carefully prepared catalogue of the library, with annotations and suggestions, has just been published.

"Old times in the colonies," or Miss Buckley's "Life and her children." But the use which he shall make of the book is by no means optional with him. He may not return it the next day; he must keep it at least one week, and in certain cases an extra week. He may not return it unread or superficially read; he knows that he must give a satisfactory account of his reading. There are several ways in which the principal satisfies himself of the fruits of each pupil's reading. (1.) *The written exercise-books.* Each pupil is supplied with a blank-book, and before returning a book which he has read he must enter in this as careful an abstract of it as possible, and he has *the book itself before him* while writing it. It is a well-attested fact that to write down on paper the main ideas of the last book read, has a tendency to write them at the same time into the reader's own mind. (2.) *Oral abstracts, from memory.* On Friday afternoons, besides reading from their written exercise-books, the pupils are called upon to state in their own words the substance of some book—not necessarily the last one—which the principal has at some time put in their hands for reading. The advantages of this method, in drawing upon the pupil's own resources, in compelling him to call new faculties into exercise, in giving him facility in the use of his material,

are too obvious to need extended statement. (3.) *Written abstracts from memory.* Their object is to allow the pupil time to go more into details, to make his statements more deliberately, and to do fuller justice to himself, than when on his feet, giving an oral account. Moreover, they are not furnished on some specified day in the week, by all the pupils at the same time. Each individual pupil, under such circumstances and at such times as the judgment of the principal may dictate, prepares and presents his own abstract. This work is of striking excellence. The writer has had the pleasure of examining a large number of these abstracts. With few exceptions they show such a familiarity with the contents of the books as could have been gained only by intelligent and thorough mastery of their essential points.

The question may be suggested whether an undue amount of time and attention is not in this way devoted to that small number of books which at the most will be all that can be read under these conditions. If reading these few books were the whole end and aim of the plan, it would be open to question. But no one can fail to see that an essential feature of the plan is the acquiring of the method. Not simply the information that New York was settled by the Dutch,

or that sponges grow on rocks, or the attendant circumstances in either instance, are the end in view; but ability to deal with other books, and preparation for making the most effective use of a library. And every additional book thus read and mastered confirms the habit and fixes the tendency.

It may be queried, however, what sort of "abstracts" these pupils of fifteen are capable of making. It is true that they are not abstracts in the same sense in which the "Table of contents" of Mr. Bancroft's new work on the "Formation of the constitution," for instance, is an abstract of that work. They are not of course exhaustive enough for that. The pupil gives a brief statement of the purpose of the book, and then in most instances a general survey of the book as a whole. After that it is found that in some cases the tendency is to select some incident of the book. This, the pupil will say, "is one of the most interesting of the matters described here." This is certainly natural. Yet it is clear that the most of them have caught the essential idea of an abstract; and some of the papers show a very noteworthy degree of skill in analysis. Special pains are taken to develop this facility; and a marked difference can be observed in this particular between the papers presented near the

beginning of the year and those near the close. Books, moreover, have sometimes been given back, to be re-read ; and papers, to be re-written. It is interesting to notice, also, that, whether the account be an oral or a written one, it seldom fails to begin with a statement of what "the object of this book is." Inquiry, however, shows that the pupils have been carefully trained in the use and purposes of the title-page, the table of contents, the *preface*, and the index. They are held responsible if they cannot furnish the information which these aids would help them to find.

It might perhaps be expected that the tendency of so systematically controlling the reading of these pupils would be to extinguish all real interest. However plausible such a theory may appear, it can have little weight against the actually observed tendency. The writer has more than once been present at a weekly exercise such as has been alluded to, and has himself talked with more than one member of the school.* Nothing could be more hearty or unmistakable than their interest in the topics, and the spirit with which they enter into the plan ; and it is perhaps most

* See *Library Journal*, v. 5, p. 102-4 ; *New England Journal of Education*, Feb. 19, 1880.

noticeable in the oral exercise referred to. The remark of a pupil that "it is impossible not to become interested in the book, it is so plainly written," might possibly be set down as an unmeaning platitude if occurring in a written exercise, but when uttered by a pupil whose eyes, and whole attitude, bear eloquent testimony to the genuineness of the feeling, it is not easy to question the success of the method. And, in truth, if you once concede the teacher's authority to exercise control over other lines of study, and if, still farther, you concede his soundness of judgment and ability to command the confidence of his pupils, the existence of this feeling on the part of the pupils no longer seems any more unreasonable in theory than in practice.

Very much does depend on who the teacher is; on his intelligent familiarity with the books, tact in dealing with children, and judicious adaptation of all the details. Granting these, however, it is plain that the system possesses great advantages. It is based on a correct theory. It is exceedingly effective in practice. It commends itself to the intelligence of the child. It is accompanied by his lively interest. It brings to his attention, at the time, some of the most suitable books for his reading. It furnishes the best preparation for his future use of books. It

is an invaluable introduction to his use of a public library. Public libraries need have no apprehensions at the foundation of "school libraries" like these. More than any other agency, perhaps, they are serving to create a reading public for the future who will use the resources of a library to the best advantage.

Monthly Reference Lists.

A GUIDE FOR THE READER AND STUDENT
TO TRUSTWORTHY SOURCES OF INFORMATION
ON CURRENT TOPICS.

PREPARED BY

WILLIAM E. FOSTER,
Librarian Providence Public Library.

Terms, \$1 per year, 10 cents per number. Sample copies furnished on application. Address

F. LEYPOLDT, Publisher,
31 AND 32 PARK ROW, NEW YORK.

"The two volumes 1881-82, of the Providence Library's *Monthly Reference Lists*, . . . are a welcome addition to the endless variety of indexes. They can be used in connection with any good public or private library."—*The Nation*, January 18, 1883.

"Most thoroughly and carefully selected, embracing a wide range, from the best German authorities to the latest articles in current literature."—*New England Journal of Education*, April 21, 1881.

"Invaluable to editors and other persons desiring to consult works of reference."—*Indianapolis Daily Journal*.

"Any teacher with advanced pupils, desirous of training students in habits of investigation, could scarcely do better than supply these lists as texts for composition."—*Springfield Daily Republican*, April 22, 1881.

" . . . The most noticeable and perhaps the most valuable feature of Mr. Foster's reference lists is the topical subdivision of the main subject. For a student or teacher, the 'structural bibliography' is much more valuable and suggestive than a long list of authorities, which, in some cases, would be hardly better than a catalogue. For example, the subject of American

Monthly Reference Lists.

'Local Self-Government' is much better treated under the subdivision of 'Origin,' 'Tendencies,' 'New England Towns,' 'Middle Colonies,' 'Southern Colonies,' than under the main head alone, for the structural method presents the subject from different points of view, and yet as an organic whole. This structural method stands in the same relation to the generic subject of study as that subject does to study in general. A catalogue of mere names or a long bibliography of authorities is often very discouraging to readers, but when attention is called to a *particular* subject, to a *special* point of view, and to an *individual* author, then a point has been made for the encouragement of readers and of original research. The most important function which any catalogue, bibliography, reference list, or consulting librarian can discharge, is to arrest attention, to make mental points. Mr. Foster distinctly says in his preface that his reference lists 'are intended as *working-lists* and not as bibliographies.' He does not aim at being exhaustive, or exhausting, but as being suggestive. Mr. Foster has well said in the *Library Journal* (7: 86), the bibliography 'aims at completeness for the sake of completeness; but the working-list is as complete as it serves its purpose to be.' The purpose of Mr. Foster is manifestly that of a practical librarian, desiring to aid a reading public, and not that of a scientific specialist, a mere antiquarian bibliomaniac, desiring to collect or amass *all* existing authorities for the sake of having them at his command.

"Scientific *point* in the description of books, monographs, magazine articles is of more consequence to most readers than bibliographical enumeration or catalogue completeness. A reader does not want *all* books; he wants the *best*, and more especially *one or two* at a time, with special reference to particular things that may be found within them. . . . A good librarian like Mr. Foster and many others in this country will show the reader a subject-catalogue, a ready-reference-list, a definite way of finding out special things through some particular book. . . . A good method of ready reference is like a bright, sharp needle in a skilful hand, deftly working some fine or useful end; a poor method is like hunting for a needle in a haystack."—HERBERT B. ADAMS, Johns Hopkins University, Baltimore, in the *N. E. Hist. and Geneal. Register*, Jan., 1883.

CONTENTS OF VOL. III. (1883):—*January*. 62. The Civil Service. 63. Gambetta and the third republic. 64. John Greenleaf Whittier. 65. An elective judiciary. *February*. 66. Indian tribes in the United States. 67. Mr. Gladstone's career. *March*. 68. Richard Wagner. 69. Georgia sesqui-centennial.

Monthly Reference Lists.

TABLE OF CONTENTS, 1881.

JANUARY.	PAGE	JULY.	PAGE
1. The stability of the French republic.....	1	19. Comets.	55
2. The Plantagenets in England.....	1, 3	20. Deep-sea phenomena.	25, 27
3. The demand for the cession of Dulcigno..	3	21. The French in Tunis..	27
FEBRUARY.		AUGUST.	
4. George Eliot.....	5	22. Dean Stanley.....	29
5. George Washington... ..	5, 7	23. The centenary of Kant,	29, 31
6. Webster and the constitution..	7	SEPTEMBER.	
MARCH.		24. The unification of Italy,	33, 35
7. Thomas Carlyle.....	9	25. English discussion of protection.....	35
8. Alexander I. and nihilism	9, 11	26. Cardinal Richelieu's career.....	35
9. Hamilton's influence... ..	11	27. The Spanish armada..	35
10. The sanity of Hamlet.....	11	OCTOBER.	
APRIL.		28. Yorktown.....	37, 39
11. Lord Beaconsfield.....	13	29. Discoveries at Olympia	39
12. Free ships.....	15	30. England in the eighteenth century.	39
13. Sheridan's "Rivals"...	15	NOVEMBER.	
MAY.		31. The French allies, [1778-81].....	41, 43
14. The dramas of Sophocles.....	17, 19	32. The English people before the Norman conquest	43
15. Revision of the English Bible..	19	33. Memoranda on Othello, by actors.....	43
JUNE.		DECEMBER.	
16. Abraham Lincoln....	21, 23	34. The proposed inter-oceanic canal.....	45, 47
17. The relation of Erasmus to his time.....	23	35. Analysis of motive in Macbeth.....	47
18. Madame de Staël.....	23		

Monthly Reference Lists.

TABLE OF CONTENTS, 1882.

JANUARY.		JUNE—Continued.	
	PAGE		PAGE
36. <i>Æstheticism</i>	1	50. University education	
37. <i>Florence</i>	1, 3	in Germany.....	21
38. <i>The Suez canal</i>	3		
FEBRUARY.		JULY.	
39. <i>Henry Wadsworth Long-</i>		51. Local self-government,	
<i>fellow</i>	5	52. European interests in	23, 25
40. <i>The Roman catacombs</i> , 5,	7	<i>Egypt</i>	25
41. <i>The Nibelungenlied</i> ...	7		
MARCH.		AUGUST.	
42. <i>The German empire</i> ...	9	53. <i>The national banks</i>	27
43. <i>Elements of unity in</i>		54. <i>Tendencies of local</i>	
<i>Southeastern Europe</i> , 9, 11		<i>self-government in</i>	
		<i>the United States</i> ...27, 29	
APRIL.		SEPTEMBER.	
44. <i>The Chinese in the</i>		55. <i>Herbert Spencer</i> 31, 33	
<i>United States</i>	13	56. <i>Wordsworth's poetry</i> ..	33
45. <i>The Venus of Melos</i> ...	13		
46. <i>Burke and the French</i>		OCTOBER.	
<i>revolution</i>	13	57. <i>Daniel Webster</i> , [1782-	
		1852].....	35, 37
MAY.		58. <i>The Gregorian calen-</i>	
47. <i>Darwin and his scien-</i>		<i>dar</i>	37
<i>tific influence</i> 15, 17		NOVEMBER.	
48. <i>Emerson's philosophi-</i>		59. <i>Philadelphia</i> [1682-	
<i>cal position</i>	17	1882].....	39, 41
JUNE.		DECEMBER.	
49. <i>The last years of the</i>		60. <i>Tariff legislation in the</i>	
<i>Roman republic</i> 19, 21		<i>United States</i> , 43, 45, 47, 49	
		61. <i>Transits of Venus</i>	49

The Library Journal.

OFFICIAL ORGAN OF THE AMERICAN

LIBRARY ASSOCIATION.

GENERAL EDITOR: CHARLES A. CUTTER,

Librarian, Boston Athenæum.

THE LIBRARY JOURNAL was established in 1876 by the co-operative efforts of the leading librarians on both sides of the Atlantic. Its chief object is to be a practical help to the every-day administration of both large and small libraries, and to effect a saving by enabling library work to be done in the best way, at the lowest cost. The Journal especially meets the needs of the smaller libraries, offering them the costly experience and practical advice of the largest. In refraining from doing imperfectly what is done so well by the several journals specially devoted to antiquarian or purely historical interests, the LIBRARY JOURNAL is enabled to give its chief attention to modern bibliography and current literature, as represented in its departments of "Bibliography" (proper), "Library Economy and History," "Anonyms and Pseudonyms," the "Library Purchase List," and "Literature for the Young" (a new department edited by Miss C. M. Hewins, Librarian of Hartford Library Association).

The LIBRARY JOURNAL and the *Monthly Notes of the Library Association of the United Kingdom* (established in 1880), are the only periodical publications in the English language that are devoted exclusively to library interests. Although the exponents of the library experience of two countries, both journals are in so small a measure limited to national or local interests, and their general library and bibliographical information is so predominant, that both Journals should be in the hands of every English-speaking librarian, as inseparable companions.

Published monthly. Price of subscription, \$3 per annum. Sample copies furnished on application. Address

F. LEYPOLDT, Publisher,

31 AND 32 PARK ROW, NEW YORK.

The Library Journal.

"Aims at supplying that want of a means of mutual communication, suggestion, and discussion which intelligent and active librarians have long felt. There is no reason why the *Journal* should not be as much read on this as on the other side of the Atlantic. To every librarian who wishes to bring his library to the most perfect method and highest degree of usefulness, it bids fair to be invaluable."—*Academy* (London).

"Would save money and time wherever libraries are begun. The whole science of handling books to the end of their best popular use is expounded in its pages with the knowledge which comes by experience."—*Literary World* (Boston).

"The American *Library Journal* should take its place upon the desk of every librarian and every collector of books, to whom it will furnish more than one useful help."—*Journal des Débats* (Paris).

"I consider the *Journal* one of the most valuable aids to librarians ever undertaken. I do not see how a librarian can venture to undertake his responsibilities without it. Every library, whether public or private, that spends \$200 annually on its administration cannot pay out \$5 with more advantage to itself than by taking the *Journal*."—*John Eaton, Commissioner of Education*.

"I regard the *Library Journal* as one of the most important and indispensable aids to all who are connected with the management of libraries in any way. True economy of methods, time, and money may be here learned by the young librarian. The practical suggestions and information embodied in a single number are frequently worth ten times the year's subscription."—*A. R. Spofford, Librarian of Congress*.

"The larger libraries, of course, all subscribe for the *Library Journal*. I cannot see how any small library can do without it. I am receiving a dozen letters a week from small libraries asking me questions which have been answered fully in the *Library Journal*. My custom is to answer briefly, and refer the inquirers to the *Journal*, advising them to subscribe for it forthwith."—*W. F. Poole, Chicago Public Library*.

"Its value to smaller libraries is simply incalculable. Limited funds, want of trained assistance, inaccessibility of the best information, either in bibliography or in practical administration, lack of direct counsel from experienced co-laborers—these are all reasons why the smaller libraries should come forward, without exception, to the support of a journal which places the latest results of the combined wisdom of the best libraries at their command."—*Thomas Vickers, Cincinnati Public Library*.



3 2044 019 293 935

This book should be returned to the Library on or before the last stamped below.

A fine of five cents a day is incurred by retaining it beyond the specified time.

Please return promptly.

DEC 5 1915

WIDENER

MAY 12 1999

DEC 5 62

BOOK DUE

SEP 10 1997

